



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**JAY DURGA BHAWANI KRIDA MANDAL SANCHALIT
OM SAI SHIKSHANSHASTRA MAHAVIDYALAY**

JAY DURGA BHAWANI KRIDA MANDAL SANCHALIT OM SAI
SHIKSHANSHASTRA MAHAVIDYALAY, RAMNARAYAN NAGAR, PACHORA
ROAD, SHIRSOLI (P.B)

425002

<http://omsaibed.org/default.htm>

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

JDBKMS Om Sai Shikashanshatra institute Shirsoli is affiliated to KBC North Maharashtra University Jalgaon and is located at prime location of institute and is easily accessible. College has connectivity with various public transports especially available 500 meters. It is a self-finance college governed by Jai Durga Bhavani Krida Mandal Jalgaon. JDBKMS Om Sai Shikshanshatra institute has been a pioneer in coeducation education. The functioning of college is decentralized through various committees and cells. Representatives from the management, principals, faculty members, eminent personalities, staff members, students, and alumni are part of the committees and cells. Transparency in the working system is one of the best features of our institution.

The Academic committees of the College are time table committee, microteaching committee, lesson planning committee cultural activities committee, exam committee, internal submission committee, internship committee, Library committee, Advisory Committees and the College development committee. These bodies along with the IQAC play an important role in framing policies and executing them. Advisory committee and college development committee is responsible for scrutinizing the proposals with regard to the programmes of study, academic regulations, curriculum, syllabi and framing evaluation policies. The College office comprising of Administrative and Supporting Staff the administrative activities under the Office Superintendent in consultation with the Principal. Codes of professional ethics guide all stakeholders of the college about its principles of integrity, accountability, inclusiveness, commitment and sustainability. All stakeholders work within the institutional policies and practices so as to satisfy the vision and mission of the college. Under the supervision of principal, heads and committee members plan for organizing curricular and co-curricular activities. The college practices a well-structured system of mentoring to provide proper guidance to the students in not only choosing the right career path but also to help them to become confident and emotionally secure individuals. The college has been imparting quality education as a means of empowering all stakeholders so that they recognize and fulfill their roles and responsibilities as equal contributors towards nation building and making India a forerunner on the global map under the guidance of their teachers.

Vision

JDBKMS Om Sai Shikshanshatra Mahavidyalay (B.Ed) aspires to offer quality teacher education to enlighten emancipate and empower the student-teacher fraternity and to foster lifelong learning.

Mission

To develop students skills and competencies necessary to play the multicentered role of the teacher in the new millennium

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

1. Omsai Shikshanshatra Mahavidyalay Shisoli education in rural region makes an important social contribution in addressing gender disparity in the field of education and academia through education, training, empowerment of forthcoming teachers.
2. Members of the Managing Board are eminent and experienced academicians and administrators who contribute significantly while policy formulation and major decision of the College.
3. Proven track record of producing quality teachers since its inception in 1990
4. Well qualified and experienced faculty actively involved in teaching-learning, research, curricular, co-curricular and extension activities.
5. Faculty members are provided opportunities to attend various faculty development programmes throughout the year
6. Participation of students in cultural activities

7. ICT enabled classroom and Wi-Fi campus

- 8.24/7 CCTV surveillance inside and outside the college
9. Easily accessible location of institution
10. Well ventilated, furnished and spacious classrooms
12. Collaboration with sister concerned organization.
13. Highly committed and supportive alumni network
14. Time-bound examination system and declaration of results
15. Library with large collection of books, journals and availability of separate reading rooms for students and teachers.
16. A well-defined student admission policy
17. The college is registered as a local chapter of JDBKM.
18. Adequate student support services.
19. Internship opportunities and teaching practice for students in top schools of Jalgaon and shisoli Tahasil.
20. Campus placement for students in best schools.

21. Transparent feedback system

22. The college follows a dialogic and feedback process with all the stakeholders.

23. The College admits students from diverse state backgrounds which promotes a multicultural environment in the campus

24. An active Internal Quality Assurance Cell (IQAC) plays an active role in the monitoring, augmentation and sustenance of the overall quality of the institution.

25. The institution strives to create a model of education that is based on fostering a culture of eco- friendly practices and making the campus environmentally sustainable.

Institutional Weakness

Institutional Weakness

1. With a view on institutional growth and development, the number of permanent teaching staff in the college needs to be increased

2. Space constraint for expansion

3. Omsai Education Institute is primarily an undergraduate college which focuses on teaching and learning activities rather than on research. Therefore, there is a limited scope in enhancing the research practices in campus. Need more efforts in research work.

4. The College, being a constituent College under KBC North Maharashtra University and is limited by the programme structure curriculum prescribed by the University and therefore does not have much flexibility in this regard

5. Limited resources in the use of digital technology to enhance teaching-learning in campus.

6. No sanctions for higher education (Masters programme).

7. Poor facilities for differently abled students.

8. Non-availability of NSS scheme for students

9. Generation of funds is often a serious limitation in expansion and up gradation of campus facilities.

10. Presently, students do not get exposure of working with rural communities to develop insight into the realities of rural India

11. Problems to find sufficient alternative sources of revenue.

12. Non-Participation of students in activities at national and international level

Institutional Opportunity

Institutional Opportunity

1. Scope to expand into area of online education to cater to a potential student community that is unable to attend physical classes due to work or other commitments or distance
2. Students expressed a desire for more work-based learning opportunities. Given that today's work opportunities are largely contingent on networking and relationships, this student view is critically important
3. Omsai Education Institute employees expressed an overall need to develop more innovative partnerships with universities focused on practices that lead to increased student persistence and more developed educational pathways.
4. Focus should be on improving Research activities and participation in conference, seminar
5. Increase in internship linkages for providing better opportunity to students.
6. To strengthen the quality of community outreach activities
7. Scope for providing research and post-doctoral studies.
8. To organize faculty development programmes for professional growth of teachers
9. To introduce credit-based system of courses.
10. To use reputation for providing quality courses.
11. Can help the growth of backward sector students in an excellent manner
12. Possibility of enhancing courses and seats.
13. Introducing Master courses in the campus
14. Expanding partnerships and engagement opportunities within our society.
15. Availability of resources for differently able learners

Institutional Challenge

Institutional Challenges

1. Motivating faculty for research by getting research grants from various funding agencies.
2. Linkages with Government organizations and various institutions
3. To achieve excellence in academics by involving masses from socially weaker sections.
4. Not able to apply changes as suggested in NEP being an affiliated college
5. Curriculum Planning and Curriculum Development is not in control
6. Funding facility is not available
7. Non-performing students are threat that can impact enrollment, new partnerships, and revenue.
8. After Covid 19 pandemic, enrollment has declined, which impacts revenue and programs.
9. The admission criteria and examinations are controlled by the University and only tutorials are held in the College.
10. Omsai Education Institute caters to a large number of students who hail from the marginalized sections of society, many of whom are first generation learners. The challenge of meeting their day- to-day educational and personal needs is an urgent and immediate need.
11. The initiation of any new academic programme requires a long and complicated procedure for getting permissions from multiple authorities which often delays the process.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

Curricular aspect of JDBKMS Om Sai institute is governed by KBC North Maharashtra University Jalgaon. College executes the curriculum provided by university very effectively. Our college remains in direct contact with BOS for any changes or improvement in curriculum. Planning of implementation of the curriculum is done in a transparent and effective manner in the institution through academic calendar, session plans and time table. The syllabus, pedagogy and infrastructure have been regularly upgraded to remain responsive to changing needs. Academic processes are streamlined with timetables, workloads and other administrative tasks prepared well in starting of new session. While planning curriculum implementation, focus is given on PLOs and CLOs of the program. Teachers and students are also oriented about them during teacher induction programmes and student orientation programme respectively.

Elective papers in the curriculum have always been retained to maintain flexibility and responsiveness to changing environments. The students are given choice to choose elective courses based on their aptitude, skill and aspiration. To develop skills and for professional enhancement of students, college has introduced many

The curriculum is designed by university in such a manner that student can naturally learn the cross-cutting issues. Faculties also try to inculcate the national and international cross-cutting issues in the classroom. Seminars, Project work and Group Discussions have been organized on different topics to develop a constructivist approach. Experiential learning through internships projects and field trips is specifically facilitated

The college engages its staff and students in several co-curricular activities and commemorative day celebrations, extension and outreach programmes etc. to enrich them with wide variety of co – curricular developments -Gender sensitization, awareness to environmental issues, shaping moral and ethical values, better career options and community orientation. As a learning organization we focus on improving, so continuous process of obtaining feedback from different stakeholders is followed to make our students employable and a good citizen of the society. Feedback is analyzed and reports of action taken on it are displayed on the college website. The college strives for the empowerment of women through quality education.

Teaching-learning and Evaluation

Teaching-learning and Evaluation

The institution ensures access and support to students from all sections of society. Reservation policy is followed by the college during admission process. The college has a well-designed policy “Policy for classifying students into different learning levels and catering them according to different levels” for students. The institution assesses the different types of learners and their level of readiness for course with the help of Diagnostic and Learning Readiness Test, Talent Hunt and Class room interaction, last year marks after the admission. Academic support is provided to students according to their learning level assessed. has a “Mentoring Policy” to provide the students support on issues related to their strengths, weaknesses, prospective opportunities and challenges faced in relation to curricular and co-curricular aspects. The college has been upgrading its IT infrastructure regularly. Faculty members focus on developing e- content. Students are motivated to use ICT support for their learning, practice teaching, internship and co-curricular activities. Extension activities provide exposure to students about recent developments and are encouraged to think critically be innovative and creative in tasks assigned to them.

Different opportunities are provided to the students to develop competencies and skills related to school-based practices, communication, construction of assessment tools and organizing events etc. Internship is planned very systematically in renowned schools of Jalgaon. Effective monitoring mechanism is in place during internship programme. The college has well qualified faculty involved in teaching-learning and research. Teachers are regularly updated with the teaching-learning and evaluative methods by organizing various workshops and in-house discussions.

Continuous Internal Evaluation is done in accordance with academic calendar maintaining transparency and fairness in evaluation. Assessment is incorporated into the learning process to achieve the PLO's and CLOs of the course. The institution has an effective Grievance cell for redressal of grievances. Performance of the student is evaluated to identify how much learning needs of the students assessed at entry level have been achieved.

Infrastructure and Learning Resources

Infrastructure and Learning Resources

The college has adequate infrastructure facilities and resources as per NCTE Norms. The college has built up area of 2504.0 sq. m, that consists of seminar Hall, Classrooms, Sports Room, Staff Room, Girl's Common Room, Canteen, Library-Cum-Reading Room, Laboratories, Principal's Office, Administrative Office, Store Room. Curricular and Co-curricular activities are taken up in the seminar hall and Multi- Purpose Play Field available in the college. The library is Wi-Fi enabled and well equipped with all the facilities for students and faculty members and it consists of wide varieties of text books, reference books of various subjects, magazine and journals.

To keep pace with the academic growth institution provides Wi-Fi facility for staff and students. The college makes great efforts to provide the latest technology to students, keeping them up to date with the world. ICT facility is available to students and staff for activities related to teaching-learning process. Over the years college upgrades its hardware, software and allied ICT facilities according to requirements. The need for the purified water is pacified through the water coolers set up on each floor. Enough toilet blocks for female and male are available in the college. There is also a canteen in the college premises, providing hygienic breakfast, vegetarian lunch, coffee, tea, snacks and refreshments at nominal cost. Uninterrupted electricity supply is ensured in the campus with the help of inverters and UPS systems. Sports department has sports equipment for students. The maintenance and renovation of the learning resources and facilities in the college is funded by the management, and is done as and when required.

Student Support and Progression

The institution puts efforts on capability building and skill enhancement of students by providing opportunities of career and personal counselling, development of academic skills, technical skills and organizational skills, e-content and online assessment of learning. College is committed to excellence in all spheres therefore various support facilities like vehicle parking, common room, recreational facility, first aid, safe drinking water, canteen etc. are provided to students. Grievance redressal cell, Internal compliance cell and Anti-ragging committees are constituted in the college for student grievances with transparent mechanisms. The Grievance Redressal Cell resolves their academic and administrative grievances both offline and online at the earliest. Students with financial constraints are offered scholarships and concessions. The institution facilitates welfare measures to support the deserving students with fee concessions.

The institution has democratically elected student council guided by faculty members which is primarily framed for having students' representation in various activities. Student welfare council provides support to the students wherever it is required. Placement cell established in the college assists students in on and off campus placement. Various types of workshops are organized for students for preparing them for interviews. Students have been motivated for progress to higher education and support for qualifying competitive examinations by providing guidance to them. The progression of students towards higher education is increasing year by year. Co-curricular activities are given the pride of place and are a vital part of the life of the students in the institution. The institution extensively focusses on various activities in different areas. Intra and inter college

platforms are provided to the students to showcase a wide array of co-curricular activities.

The college has an active Alumni Association. Alumni participate actively in institutional functioning, work closely with the students and the college at large providing guidance and mentorship as well as financial assistance. The college aims at developing the all-round personality of students through student centric education by providing healthy environment and supportive resources for student progression and wellbeing.

Governance, Leadership and Management

Governance, Leadership and Management

The governance of the college is very democratic, transparent and decentralized. All stakeholders are encouraged to participate actively and voice their perspectives for effective decision making and policy formulation. The leadership strives to maintain an open and interactive environment to achieve mission of college. The college practices decentralization and participative management through different Committees.

College has a perspective plan and all academic and administrative activities are carried out in accordance with it. The functioning of the institutional bodies is effective and efficient which is clear from the organogram and cell structures. College Development Committee consists of teacher experts, expert educationist, industry etc. Their expertise has benefitted a lot to the college in completing the perspective and strategic plans. They share their expertise and expectations to prepare the perspective plan and encourage deploying it successfully. Staff meetings are held periodically for the effective planning and implementation of teaching, learning and administrative programmes. Student Council meetings are also held at regular intervals to address student related issues. Transparency is maintained in faculty appointment procedure and service rules. The college has implemented e-governance in almost all areas of operation.

There are a number of welfare measures for the benefit of teaching and non-teaching staff. They are also provided with opportunity and financial help to attend professional development programmes. The college teachers have participated in various Faculty Development Programmes. Performance of the teaching and non-teaching staff is assessed through the appraisal System. The college conducts regular internal and external audit and prepares annual budget. The IQAC coordinates all the quality-related activities by developing an organized methodology of documentation and internal communication, enhancing and integrating the various activities of the college and ensuring the adoption and dissemination of good practices. IQAC gathers online feedback regarding the effectiveness of the teaching-learning process. Various quality initiatives for improving the quality culture are taken by the Institute under the guidelines of IQAC.

Institutional Values and Best Practices

Institutional Values and Best Practices

The has always pioneered in displaying the best institutional values and practices. Environmental consciousness has been an integrated component of the college activities. The institution is committed to sustainable

development and protection of the environment. Its engagement to social and environmental issues is very evident. College is trying to nurture values about the emerging challenges and pressing issues. The institute has developed framework and energy guidelines adhering to national policy for energy conservation. The institute is conscious of its activities generating waste and ensures that all the waste is used & disposed responsibly. Solid, liquid and e-waste management system is working as per the norms

The campus seeks to become a ZERO WASTE CAMPUS and strive toward it. The institute has been implementing number of national guidelines to conserve and manage water resources in the campus. Rainwater harvesting project to preserve ground water has been implemented. The institute promotes and aligns goals to national mission of Swatch Bharat which bring about change in behavioral and attitudinal aspect of habitants. The institute highlights and takes care of every basic parameter of maintenance of cleanliness like-personal hygiene, safe water, waste water disposal, solid waste disposal; food hygiene and environmental sanitation. College is at advantageous location in every aspect and provides lush green locality to students. Institution has prescribed code of conduct for students, teachers, administrators and other staff members. Code of Conduct for students is mentioned on the website. Self-defense workshop and scout and guide camp for students are the standing pillar of the college providing Satyam College of Education, a stronghold among the students' The college has maintained its distinctiveness with its vision and mission by instilling a sense of self-worth and value for the planet Earth. Initiatives to educate students about the importance of environment conservation and develop a sense of their roles & responsibilities towards environment protection have been taken.

Research and Outreach Activities

Research and Outreach Activities

The institution is keenly involved in creating and promoting a research culture amongst the faculty and students. College in its institutional budget makes provision for research and development. institution has designed the 'Research Policy' to promote the research, thus motivating the faculty members and students of the institution to undertake the activities by adopting a policy of integration support. Seed money, study leaves, organizational support is provided to faculty engaged in research. The institution aims at providing opportunities to students to come out with new ideas as trying Innovation increases student's chances to react to changes and discover new opportunities. Our faculty members published books and research articles in UGC approved journals. To facilitate more research, the Research Cell under IQAC the institution allowed to participate in Conferences, Seminars and FDPs and workshops.

The institution has been recognized for its innovative outreach activities. Focus on extension activities and outreach activities for students to sensitize them to work for social change in the field of education, awareness, empowerment girl students, environment protection and other social issues for inclusive society is an indispensable part of curriculum. Internships and fieldtrips are encouraged to strengthen experiential learning. To meet the emerging academic and research needs, the teachers are allowed to participate in faculty enrichment programmes, seminars, symposiums, special lectures and workshops regularly. The college is upholding ambiance via establishing the MOUs, linkages and collaborations with other Academic institutes, Education Colleges, Schools and NGOs for different types of activities, for on-the-job training and internships

These have helped in expanding the horizons of learning for students and faculty members.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JAY DURGA BHAWANI KRIDA MANDAL SANCHALIT OM SAI SHIKSHANSHAstra MAHAVIDYALAY
Address	JAY DURGA BHAWANI KRIDA MANDAL SANCHALIT OM SAI SHIKSHANSHAstra MAHAVIDYALAY, RAMNARAYAN NAGAR, PACHORA ROAD, SHIRSOLI (P.B)
City	SHIRSOLI (P.B)
State	Maharashtra
Pin	425002
Website	http://omsaibed.org/default.htm

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	ARCHANA P UNDLIKRA O BHOSALE	0257-2990625	9404179406	-	principal@omsaibe d.org
IQAC / CIQA coordinator	VARSHA VINAYAK BIRHADE	-0257235923	9665106036	-	varshabirhade2528 @gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Kavayitri Bahinabai Chaudhari North Maharashtra University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	16-10-2008	12	Permanently approved by NCTE

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	JAY DURGA BHAWANI KRIDA MANDAL SANCHALIT OM SAI SHIKSHANSHAstra MAHAVIDYALAY, RAMNARAYAN NAGAR, PACHORA ROAD, SHIRSOLI (P.B)	Rural	0.38054	2504

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BEd, Education, Education	24	UG	Marathi	50	49

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				4			
Recruited	0	0	0	0	0	0	0	0	1	3	0	4
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				3			
Recruited	0	0	0	0	0	0	0	0	1	2	0	3
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				4
Recruited	3	1	0	4
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	0	0	0	0
Yet to Recruit				1

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	1	2	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	1	0	1
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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	1	2	0	3
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		2	1	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	13	0	0	0	13
	Female	36	0	0	0	36
	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	3	0	0
	Female	4	3	0	0
	Others	0	0	0	0
ST	Male	1	3	0	0
	Female	0	2	0	0
	Others	0	0	0	0
OBC	Male	6	9	0	0
	Female	16	10	0	0
	Others	0	0	0	0
General	Male	4	1	0	0
	Female	11	10	0	0
	Others	0	0	0	0
Others	Male	2	2	0	0
	Female	5	6	0	0
	Others	0	0	0	0
Total		49	49	0	0

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>National Education Policy (NEP 2020) envisions an education system rooted in Indian ethos that contributes directly to transforming India that is Bharat, sustainably into an equitable and vibrant knowledge society. The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens. In order to provide the holistic academic growth among students, Inter-disciplinary curriculum has been proposed by NEP which gives freedom to the student to choose their preferred options from the range of program .The NEP 2020 calls for structural changes, regulatory reforms, and introduction of holistic & multidisciplinary curriculum. Its biggest impact</p>
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would be the change in the learning environment and the learning process for the students. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation. In order to fulfill the Objectives of NEP, our college will draft a roadmap for incorporating the features of NEP 2020. A discussion among management, principals and head of departments to understand the draft and different aspects of NEP. Such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. The Institution will organize a conference on multi-disciplinary and futuristic aspects in higher education” to develop an understanding about the implementation of NEP in higher education. Already we are using different innovative methods and technique like Blended learning, team teaching, correlation, integration to provide multidisciplinary and interdisciplinary experiences to the would-be teachers. A guest lecture was organized on Education to develop an understanding about fourth industrial revolution and about transforming the future of education using advanced technology and automation. During this pandemic we have organized workshops for our students to provide them training about online teaching and learning. Omsai education institute is affiliated institute when University prepares or provides a curriculum or guideline to implement the multidisciplinary / interdisciplinary structure of New Education Policy the NPS will abide by it. This institution has already proposed and started creating enough infrastructure and planning to allow such facilities.

2. Academic bank of credits (ABC):

The Academic Bank of Credits (ABC) will be of great help to the students. . It will allow students to take courses as per their vocational, professional, or intellectual requirements. It will also allow them for suitable exit and re-entry points. This will enable students to select the best courses or combinations that suit their aptitude and quest for knowledge. The ABC can allow students to tailor their degrees or

	<p>make specific modifications and specifications rather than undergoing the rigid, regularly prescribed degree or courses of a single university or autonomous college. The Academic Bank of Credit concept is implemented by the affiliating university, we are waiting for university guidelines to implement ABC. For this purpose, the university has constituted a committee for B.Ed colleges to prepare a path for effective integration of ABC in its academic programs.</p>
3. Skill development:	<p>The NEP 2020 envisioned for the holistic development of youth with emphasis on raising Gross Enrolment Ratio (GER) but also on skill development as the main factor to make mission 'Self Reliant India' possible, there is revived approach towards running vocational courses to be offered by higher education institutes. The affiliated University has already introduced CBCS and curriculum includes SEC.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Indian Knowledge system will include knowledge from ancient India to modern India and clear sense of India's future aspiration with regard to education, health and environment. Indian Ethos and professional Ethics, Indian culture and heritage in curriculum of B.Ed., teaches cultural values in Indian tradition so a would be teacher imbibe value orientation. Through Drama and art in education we provide them exposure toward Indian culture. The college is planning to host events, lecture series and performances open to the larger community to promote Indian Knowledge Systems, languages, culture and values.</p>
5. Focus on Outcome based education (OBE):	<p>NEP has adopted Outcome Based Education (OBE) for B.Ed. programme. Learning Outcomes have been appropriately defined at Programme and course level (PLOs/CLOs), and appropriate learning experiences are designed and delivered to facilitate attainment of the stated learning outcomes. Outcomes are assessed and attainment analytics are used to improve the academic quality. B.Ed. course is designed with outcome centered on cognitive abilities namely Remembering, Understanding, Applying, Analyzing, Evaluating and Creating.</p>
6. Distance education/online education:	<p>The National Education Policy 2020 envisions a complete overhauling of the higher education system</p>

to overcome constraints that prevent equity, inclusion and diversity. The policy propagates that HEIs that fulfill stipulated criteria should offer ODL and online programmes so as to reach out to geographically and socio- economically disadvantaged groups. Due to Covid -19 pandemic, educational institutions in the country has increasingly involved in using the digital platforms for engaging classes, conducting meetings. This can be considered as the new normal, which is envisaged in New Education Policy as well. Institute has successfully imparted its course content delivery in online mode during the Pandemic (COVID-19) and also conducted online examinations successfully by using our own team. For increase in focus on the skill improvement and competency development of the students, it is essential that an identified set of skills and values will be incorporated into higher education.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	51	51	40	33
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50
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
32	32	30	24	25
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	51	40	33	23
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
49	51	50	40	30
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
51	51	50	40	30
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
3	3	3	3	3

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
7	7	7	7	7

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
11.77	4.77	9.57	4.43	3.54

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

3.2

Number of Computers in the institution for academic purposes..

Response: 22

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:

Curricular aspects of B.Ed.course in this College Of Education are governed by KBC North Maharashtra University Jalgaon as it is an affiliated college. For the effective implementation of the curriculum along with these, the broad vision and goals of college are kept in mind. We have various well- structured processes that enable communication and dialogue among the various stakeholders and the university within the larger societal contexts. The college level committees prepare broad guidelines and frameworks to suit requirements of different courses under B.Ed. at the departmental level. Departmental meetings are held before the start of new semesters to discuss and plan in advance the execution of courses in the subsequent semester. Teaching focus, class assignments, internal assessments, use of reference materials and for teachers are discussed. We at Omsai college of Education also focus on Mid semester curriculum planning meetings to ensure whether any plan is being followed or any changes required. The feedback taken from the students at the end of the session gives us an overview of what should be improved and removed in order to make the teaching process and content more student friendly.

Being an affiliated institution, we do not have much leverage in revising or removing the content but we forward our feedback every year to the university officials based on the views received from Experts, Employers, Teaching Practice schools, Students, Alumni, and Teachers etc. so that necessary actions can be taken by BOS.

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 Programmes offered by the institution, which are stated and communicated to teachers and students through

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

Response: B. Any 3 of the above

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

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: 68.89

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
5	5	8	8	5

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
9	9	9	9	9

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: 2

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
2	2	2	2	2

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	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: 98.21

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
49	51	50	40	30

1.2.4

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

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

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document

1.2.5

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

Response: 98.21

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
49	51	50	40	30

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

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:

Induction/Orientation programme is conducted for the newly admitted students in which they are made aware about the PLOs of B.Ed program, the syllabus is introduced to the students which include the theory courses along their pedagogy courses and all the practical aspects which are covered in the two year course of teacher Education this all is oriented to them by the Principal of the Institute. In the same direction numbers of Expert talks are arranged for the students and the resource persons are invited from the field of teacher Education like Principals of different schools, members of different eminent organizations, who make the students aware about the field of teacher education by talking on different topics related to teaching profession.

PROCEDURAL KNOWLEDGE THAT CREATES TEACHERS FOR DIFFERENT LEVELS OF SCHOOL EDUCATION SKILLS THAT ARE SPECIFIC TO ONE'S CHOSEN SPECIALIZATION

The curriculum followed by the institute which is affiliated to KBC North Maharashtra University Jalgaon helps students gain systematic knowledge and develop different skills through the courses like, Skill development Programme which include Micro teaching skills like Skill of Set Induction, Skill of Questioning, Skill of Explanation, Skill of Blackboard Writing, Skill of Stimulus Variation and Reinforcement and Integration lessons. The two pedagogy courses which are chosen by the students, provide opportunities to develop the skill of creating Teaching Learning Materials in the subjects chosen, preparing activity based lesson plans, organizing exhibitions ,etc,. Through the course of Teaching learning competencies students learn skills of promoting interactions, conducting group discussion/group problem solving, providing scope for self-expression and thinking, promoting self-learning, facilitating understanding. Proper execution is done of all the activities involved in these courses which help in the holistic development of our student teachers. This procedure is followed systematically every year.

CAPABILITY TO EXTRAPOLATE FROM WHAT ONE HAS LEARNT AND APPLY ACQUIRED COMPETENCIES The Curriculum aspects of courses at the Institute are governed by KBC North Maharashtra University Jalgaon which provides opportunities of application based learning to student teachers. Through different courses like Teaching Learning competencies which include Reading and Reflecting on text, this enables student teachers to enhance their capabilities as readers and writers by becoming participants of reading and they apply these acquired competencies in actual classrooms. Another course is a part of the curriculum which is very essential in today's scenario is learning to use Computers, this course provides opportunity to student-teachers to learn & prepare Multimedia Presentations which is an essential requirement of their professional life. The students make assignments on preparing Blueprint & constructing achievement tests.

SKILLS/COMPETENCIES SUCH AS: EMOTIONAL INTELLIGENCE, CRITICAL THINKING, NEGOTIATION AND COMMUNICATION SKILLS, COLLABORATION WITH OTHERS, ETC.

The institute emphasizes strongly on developing different skills among the students. The transaction of

various courses at the institute has a strong focus on developing skills and competencies among the students. For developing Emotional Intelligence the Course on Understanding the self focuses on aspects of development of the inner self, revisiting one's childhood experiences – influences, limitations and potentials – while empathizing with one's childhood and also the childhood experiences of one's peers. Research Projects are done by the students where students work on solving problems and develop their critical thinking; the opportunity of reviewing an educational website is also done by students to develop their critical thinking. Communication skills are developed. Number of opportunities is given to students to establish collaboration with others by doing surveys which are a part of different courses and organization of exhibitions with peers.

File Description	Document
Photographs indicating the participation of students, if any	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:

The College aims at making efficient teachers who not only possess teaching skills and competencies but are also aware of the School system in which they have to work. In this streamline the students are made aware about the development of the School system in India. Students were also acquainted with the knowledge of different State Boards of India which are total 52 in number. After briefing the students regarding all these important aspects of diversity in school education in India, they are assigned different group activities so that they can do team work and search upon these aspects in more detail. In this regard meeting is organized for planning activities and assigning activities to the students. For this purpose students are divided in groups randomly according to their registration numbers and a total of four activities were planned: a Project, Seminar, Group Discussion and a Multimedia Presentation through which the task was accomplished successfully. The Topics framed in this line were:

1. Project: Critical thinking, Learning skill
2. Seminar: Ladies problem, pollution, carrier guidance
3. Group Discussion Teaching learning method
4. Multimedia Presentation: Presentation on academic issues

Topics were randomly distributed in groups. The allotted faculties gave guidance to the students about all what was expected from the students. As and when required by the student guidance was provided to them. On completion of the activities students became familiar with the diversities in the School System

in India.

File Description	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 designed curriculum helps students to understand the interconnectedness of various learning engagements as well as steadily getting ready how they enter from lower to higher class and in the fourth semester become completely ready for the professional field. In this direction number of practical courses is introduced to students which start from their first semester with Orientation and demonstration of Micro Teaching skills. Here focus is on lesson planning and teach-re-teach of different teaching skills namely Set Induction, Questioning, Explanation, Black board writing, Stimulus Variation & Reinforcement. After this for enhancing student teacher skills Integration Lessons are introduced, opportunity is given to practice various skills of teaching in an integrated way. In second semester student teachers move to a higher level and engagement with field is done where the student teachers are supposed to plan and conduct lessons of 30 minutes duration in schools under guidance of teacher educators. Here emphasis is given on using appropriate teaching aids, models of teaching, games, questions, illustrations, scope for students active participation. This Practice teaching is followed by Internship of 15 weeks in a school, where students are involved in lots of activities like Study of time tables, year Plan of schools, co-curricular activities conducted in school, Morning assembly and Display Boards of school, observation of school facilities such as science laboratory, library, playground and sports facilities, computer laboratory, geography room, drawing room etc . In the third semester the level of learning even gets higher. The internship is conducted in schools for 15 weeks. The activities which our student teachers have to do are taking attendance of a class, preparing reports, efforts by school for increasing attendance, assessing homework/assignments/ journals of a class, Planning and conducting 16 lessons/ subject on any one unit through applying constructivist principles. Conducting any activity for fixation and enrichment of knowledge of students and developing interest of students through assigning any project, preparing and implementing a unit test including essay type, short answer type and objective type test items and making blueprint under guidance of teacher in school and assessing answer sheets , presentation and interpretation of result ,giving feedback to students. Along with this student teachers are supposed to plan and conduct four lessons per subject. In the fourth semester the Internship in schools is of Eight weeks. The scope of learning is of very high level. Using a constructivist approach in teaching, Identifying learning difficulties of students and preparing and implementing remedial material. Preparation of test items, Learning about various registers in office, Conducting assembly and writing bulletin board, Organization of cocurricular and health related activities, Conducting interview of headmaster to know more about school functioning, innovative practices, etc. At the end of fourth

Semester our student teachers prepare a Portfolio file the objective is to enable the students organize ideas, thoughts and evidence systematically,- express ideas and thoughts about various aspects of education , reflect on experiences obtained during the B.Ed. program. This reflection provides the analysis and insight about the student teacher’s process of discovery and teaching improvement. Thus all these activities which move from lower to upper level prepare students for their Professional field.

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

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 88.8

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: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	32	30	24	25

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
Any other relevant information	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: 2.25

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
3	1	1	00	00

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

Details of Assessment process to identify learning readiness and learning needs according to diversity that exist among students. The college takes every measure possible to understand the needs and requirements of the students before the commencement of the program. Students are counselled at the time of admission and an induction program is organized in which students are familiarized with the course, mode of internal assessment as well as facilities available in college. Teachers before beginning their courses informally get the pulse of the students in the class, their knowledge about the course and their comfort level with medium of instruction. Students with diversity are identified through 'Diagnostic and Learning Readiness Test', previous year marks, Classroom Participation conducted at entry level and are nurtured according to their needs. The entire teaching and non-teaching faculty are sensitive to the diversity. They are provided an appropriate learning environment based on the needs of the students. Their academic needs are assessed and Department makes sure that they provide the required support to the student, be it technological or verbal, to ensure better learning academic Support. Students are informed about their level of learning and support is provided to them accordingly. Omsai college of Education is focused to provide every type of possible academic support to the students. Some of them includes Guest Lectures, Group Discussions, Remedial classes, Supervised study sessions etc. A well-stocked library and computer resource centre provide all students access to books, journals and e-resources. Academic Support is provided to different types of learners in different ways as discussed below: For Slow learners- To cater the needs of slow learners, remedial classes are organized by teachers. With the increase in number of students from Marathi medium schools, the medium of instruction is now bilingual. Remedial classes for English and other subjects both are also organized for the benefit of students. For Moderate Learners-Well framed Time table which includes all type of activities and classes is top most priority. Guest lectures are also arranged for them. For Advance Learner-Advanced learners are encouraged and facilitated to read beyond the requirements of the syllabus. They are provided with the opportunities to participate in different types of events that are arranged.

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: As an institutionalized activity in accordance with learner needs

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: 16.33

2.2.4.1 Number of mentors in the Institution

Response: 3

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:

Omsai college of Education has designed a mechanized system for utmost learning for which the teacher educators extensively employ interactive and participatory approach in the transaction of their teachings for enhancing students' learning. The focus is on adopting multiple modes like experiential learning, participative learning, problem solving methodologies, brainstorming, focused group discussion, and the college has also made policy upon multiple modes of learning. Experiential Learning Demo and Practice sessions for Micro teaching skills, Demo and Practice sessions for integrated teaching are organized in a simulated condition. Students are given opportunities to go in real classroom situations and do their Practice teaching and Internship under the supervision of their teacher Educators. Students are taken for Field Visits to different places, Dairy, Book Fairs, etc., so that they can gain first hand experiences. Teachers conduct Mock Interviews with the students to prepare them for their placement sessions and in still skills related to facing an interview. Students are also assigned tasks to be conducted in the field for experiential learning like spreading digital awareness among people etc. Participative learning to ensure student centered learning, the institution organizes different guest lectures and also encourages students to organize class seminars, making teaching learning materials, organizing Exhibitions, participation in programmes both intra and inter college competitions etc to develop participative learning among all the future teachers. Problem solving Methodologies: To develop problem solving abilities of the students, opportunities and proper guidance is given to the students to conduct research and case study as a part of their curriculum. Through this the students learn new knowledge by working on different problems. Here students get opportunities to observe, understand, analyze, interpret and find solutions to the problems. Brainstorming: Different individual and group activities like essay writing, poetry writing, and elocutions, are conducted with the students to express their thoughts and motivate them to generate ideas of their own. This practice is also adopted by teachers in the classroom teaching and also in pedagogy subjects so that teach trainees also learn how to use this as a method in their teaching. Focused group discussion teacher educators teach through a lecture cum discussion method in class so that students can enhance their learning by contributing their thoughts and knowledge in the class. In the discussion sessions students are the active members of the class environment and they are monitored by the teacher facilitating an aura of a healthy discussion. Online mode Conducting online classes through Zoom, Use of WhatsApp groups, sharing of e-resources with students, sharing different links with students all these efforts are made by teachers to enhance learning of the students.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	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
3	3	3	3	3

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: 91.84

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: 45

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	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:

Omsai college of Education has provision for continual mentoring for the students studying in the institution. For this the college has established a Mentor Mentee committee in which the student and the teachers work together for providing continual support to students for developing their academic and professional abilities. In this regard efforts are made by the mentors in different aspects:

Working in teams

Efforts are made by the mentors to develop student’s capabilities of working in teams. Guidance is provided to students like: Developing students' listening and speaking skills. Having positive attitude towards things focusing on strength of team members Show gratitude accept and Appreciate differences sharing responsibilities with colleagues It is expected practicing all this in professional life will lead to effective team work by the students.

Dealing with student diversity

Being future teachers it is very important for students at Omsai college of education that they should know how to deal with student diversity in actual classroom environment. Thus Mentors suggest different ways to deal with student diversity: Divide students into slow ,moderate and fast learners provide remedial classes to weak students, provide additional support to moderate learners provide enriching material to fast learners .As it is essential to have a decent relationship with colleagues and

authorities at work place, mentor guide the would be teachers for the same: Respect people Find a way to get along with everyone at workplace .Practice good etiquettes while communicating with colleagues and authorities. Practice good etiquettes related to personal hygiene be kind to colleagues.

Balancing home and work stress

Being in any profession brings lots of responsibilities along with it. After completing B.Ed. programme the student's enter schools and it brings lots of challenges to adjust home with work. Lots of stress of maintaining balance between the two is a common issue. Thus the students' do not suffer with any of such stress. Mentors at Omsai college of Education works for the welfare of students by guiding them for the same. Prioritize your time set manageable goals each day be realistic at home and work place Practice meditation and yoga be efficient with your time keeping oneself abreast with recent developments in education and life Keeping oneself updated with recent developments in education and life is very important for intellectual development. Thus mentors in Omsai college of Education motivate students to: Read Educational journals, magazines, blogs etc. search for websites which provide more specific topic oriented articles follow the news in the world attend different Seminars and Conferences Guiding students for use of computers. Thus, Mentors at Omsai college of Education maintains a cordial relationship with the Mentees and are always inclined to help in developing the professional capabilities of their students.

File Description	Document
Documentary evidence in support of the claim	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

2.3.7

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

Response:

Teaching pedagogies have been modified over time to facilitate holistic development of students. Different tasks are assigned to students on a continuous basis and teachers encourage students to think divergently.

CREATIVITY

Creativity is a phenomenon whereby something new is formed; it involves transforming the ideas and imagination of students. In this direction students are given opportunity to enhance their creativity:

Case 1:

Students create teaching learning materials related to their teaching methods under the guidance of their respective teachers. The different forms of TLMs prepared by students are charts, models, working models, flash cards, posters, PowerPoint presentations to enhance their teaching abilities. Here the student and teachers work together in selection of the appropriate TLM's on different topics, and students prepare the same using their creative ideas.

Case 2:

Teachers make the students aware about the different Models of Teaching and supervise them in preparing the lesson plans and motivate them to use their creativity. Students get the opportunity to plan and implement lessons to promote their creative thinking. In these students make use of different Teaching Models like Concept Attainment Model, Inductive Thinking, and Advance organizer.

Case 1 Students at Omsai College of Education to boost their innovativeness get opportunities to celebrate important days like Human Right Day, Women Day, International Tobacco Day, Diversity Day etc here the teachers and students come together to innovate something and present it before people through the means of Social Media to create awareness in people.

Case 2

Teachers encourage students to involve themselves in doing research projects which leads to innovative ideas by students. The research project can be done in the form of a survey or experiment. Students are expected to work on different problems like Handwriting Problems, homework, attendance, reading and writing, communication problems, disciplinary problems, etc, Thus, the students under the guidance of teachers work on different problems existing in the field of education and through their research work they come up with innovative solutions for the same.

Intellectual and thinking skills

Educators at Omsai college of Education make efforts in this direction of developing these skills through different tasks.

Case 1

The group coordinates and performs in front of the class and prepares reports. In this way the students utilize and develop their intellectual and thinking skills.

Case 2

Here the teachers make the students aware about the different types of concept maps by providing examples from different subjects. After having an orientation on this the students were motivated to participate in inter Institute Competition on designing a Concept Map and its uses in teaching learning.

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: A. Any 8 or more 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: B. Any 6 or 7 of the above

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

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: B. Any 3 or 4 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: B. Any 4 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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

1. Selection/Identification of schools for internship: Participative/on request:

It is done by keeping in view the following parameters and on request to the schools: Subjects of the students are kept in mind while selecting the schools and it is well-oriented & guided to both schools and students. Accessibility of the schools for students is another focused parameter, for which choices from the students are taken. The student's medium of instruction (English/Marathi) are considered too before assigning practice teaching school.

1. Orientation to school principal/teacher's: Omsai college of Education Principal makes one-to-one conversations (oral and/or email) with the school Principal and teachers, and inform them about the activities that are needed to be performed by the internees. The list of activities is shared with the school principal through email.

2. Orientation to students going for an internship:

Following methods are used for orientation of the students towards internship:

Students are informed about the school's requirements and do's & don't within the school. Guidelines are given to students for their behaviour with school authority, students, parents and dress-codes as a part of their teaching practice. Students are informed about various school curricular and co-curricular activities that they have to perform during internship, and the necessary resources like teaching aids etc. to conduct these activities.

1. Defining role of teachers of the institution:

The college defines roles of teachers in the following manner:

On the first day of the internship in the school, pupil teachers are oriented by the school coordinator and college teacher. Teachers provide valuable exposure on the internship by ensuring regular checks by visiting the school. Student's doubts are discussed with the school and a smooth flow is ensured by the teachers.

2. Streamlining mode/s of assessment of student's performance:

The training program formally assessed for each of the intern throughout the internship in the following ways:

Regular visits are done by different teachers to the schools for the observation and checking of the lesson plans. Peer observation is another part of assessment whereby the peers will assess and look after their co-teachers and suggest them for improvement.

3. Exposure to variety of school set-ups:

Efforts are made to provide the most diversified and finest mode of learning to students by providing them a changed and new school environment every time they go for an internship. Omsai Education Institute tries to provide both government and private schools to students.

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: 10.2

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

Response: 5

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
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: A. Any 8 or more 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:

Omsai College of Education conducts a rigorous Internship Programme for Teacher-Trainees as prescribed in the syllabus given by the affiliating University. We at Omsai college of Education follows a well-organized and well-planned schedule for Internship. Student-teachers are trained under able guidance of faculty members and are prepared for the field in all aspects. Trainees are given ample demonstrations for each micro-teaching skill by the faculty members assigned for each subject and each skill. After demonstrations student-trainees are provided opportunities for simulations to practice each skill developed so that skill can be mastered before the actual internship in the reputed schools of proximity. List of schools is pre-decided by the coordinator and are informed well in advance about the advent of the internship programme. Students are allotted the schools in heterogeneous groups. Students are allotted the schools well in time before the Internship programme commences so that they can get familiar with the route and there is no challenge faced on the first day. The students are oriented for the Internship programme including details of contacts of in charge. The school principals are requested for an orientation on the first day of internship. The College adopts a rigorous and well-planned mechanism to carry out the monitoring and assessment of students in the schools during the Internship programme. Each teacher educator is assigned a school for monitoring and evaluation purposes on a rotation basis. Teacher-educators also maintain a proper record of each observation and remarks given.

ROLES OF TEACHER-EDUCATOR

The role of teacher educator is:

1. To maintain and ensure regularity and punctuality of teacher-trainees during the Internship.
2. Teacher Educators also ensure the optimal learning exposures to trainees during their Internship Programme.
3. They also look after the problems faced by the students in the schools and provide viable solutions at her level.
4. Teacher-educator assigned, assesses the students for their observation skills and their participation in school activities.
5. Suitable feedback is provided to the trainees for improvement in performance.

ROLE OF SCHOOL PRINCIPAL

The role of school principal is:

- 1.To look after the proper allocation of classes to the Interns.
2. To orient the Interns about the functioning of school system and role of a teacher
3. To provide time-to-time guidance to Interns for their performance.
4. To report to Teacher-educator about the observations made for improvement

ROLES OF SCHOOL TEACHERS

The roles of school teachers are:

1. To provide a comfortable environment to the Interns welcoming them in the system to work with them and learn.
2. To provide them guidance in conducting the classes
3. To provide regular remarks on the lesson planning and its execution by the Interns in the class.
4. To provide feedback of interns to the teacher-educator.

ROLE OF PEERS

1. To sit and observe peers throughout class duration.
2. To monitor peers for better performance.
3. Discussion upon presentation is done among peers for improvement.
4. To reflect upon observation and improving oneself

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: A. All 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: 42.86

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: 66.67

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

Response: 2

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: 10

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

Response: 30

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:

Teachers at Omsai college of Education put efforts to keep themselves updated professionally. Various in-house discussions are done in the institution. In these types of discussions all the faculty members take participation actively. Topics for discussion are selected among latest development in education and issues in education. Different policies and regulations are issued by the government and in the same reference teachers at Omsai College of Education aims at discussing them with each other to keep them updated. The purpose of in-house discussions on current developments and issues in education.

To make themselves aware about recent changes and development in education system.

To create awareness regarding issues of policies and regulations.

To strengthen the base of students according to change in system.

To get ready for changes in education system.

To provide solution of queries related to different issues and challenges of the education system

To make the teachers aware about the changes going in the education system, teachers at Omsai conduct discussion sessions on recent policies and regulations which are issued by the government at regular intervals. Thus, efforts are made in this direction to remain updated with the scenario. The different policies which have been discussed in past are Right to Education Act, Technology in Education, Gender issues in Education etc. Through the discussions on recent policies among teachers they felt more confident as they are aware about the educational issues and policies. The queries of the teachers are solved related to different policies; it increases teacher's interest to know more about the recent trends in education. Teachers at NPS also share information with other teachers about policies and regulations on regular basis. Information is also shared with other institutions during exchange programs regarding changes in education system. Efforts have been done by all institutions to increase discussion on education system.

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:

Omsai College of Education runs through a well-placed mechanism and adopts those rules, regulations and policies which further contribute to Continuous and Comprehensive evaluation of students throughout the session. Omsai College of Education has adopted the following measures to maintain the quality of Internal Assessment

1. Students' attendance is reviewed periodically and the students, reporting shortfalls, are informed.
2. Under the formative approaches teachers generally assign marks or grades to the students on their assignments, files, co-curricular activities and their regularity in the classroom is being monitored.
3. The records of the students are maintained by the faculty and they are assessed on the basis of their performance in curricular as well as co-curricular areas.

6. Internal assessment is done for all students as per the university criteria.

7. Cumulative records of students' participation in various activities are maintained. The faculty is personally involved to help the students to prepare the assignments. Corrections and modifications are constantly done. A variety of measures are adopted to ensure rigor of the internal assessment –

1. Internal Exams-Internal examinations are held at the end of each Semester. The college keeps a close watch on the regular and timely conduct of Internal Examination. Omsai College of Education views the Internal Examination process as a viable force to generate the best learning outcomes. That's why no delay has been experienced in adhering to the declaration of examination results. The answer sheets are shown to the students and adequate verbal or written feedbacks are provided bilingually.

2. Class test-The College faculty evaluates the presentations made by the students as part of the internal evaluation process. Continuous evaluation is done through testing of skills developed. The written/oral test is taken by the faculty after the completion of each unit.

3. Assignments, Presentations and Activities-Teachers are given free hand to design their own evaluation methods in this category, whereby students are encouraged to participate in interactive sessions, group discussions, power point presentations, projects and assignments. Students are also encouraged to apply the theoretical concepts taught in class to real life situations/problems through these projects, assignments etc. Curriculum has enough opportunities to enhance skills through Practical Sessions planned and practice teaching planned

2 Students are given the opportunity to improve upon their performance through tests and one to one discussion during the classes. According to individual needs of the students, sometimes personalized and individual attention is provided, especially for students who face difficulty in learning. Remedial classes are also offered in various subjects to provide additional help.

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
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:

Omsai college of Education has a well-formed Examination Cell which receives all the grievances related to Internal and External Exams and Assessment. It aspires to sort out the grievances within the stipulated time period.

Grievance Redressal Cell Examination Cell is responsible to deal with all the grievances related with the internal Assessment and external examinations. All type of grievances related with evaluation process are taken up for consideration and redressed by the Examination Cell. The grievances of students are communicated through the mentors and the faculty members as well. It is taken up for initial consideration by the Class Mentors and then the Redressal Cell. After a thorough consideration of the matter, the redressal measures are taken. Proper documentation is done related with the Grievances. We look up to the grievances in the following manner Internal Grievance Redressal In internal cases, the grievances are usually related to the dissatisfaction in the evaluation in Internal exams or assessment marks so the concerned faculty takes up essential measures to satisfy the Grievance Raiser providing substantial records (attendance records and performance records).Types of internal grievances are Marked absent in the assignment marks deduction due to not showing appropriate performance in any one of the assignments. External Grievance Redressal at the university level, the college examination committee guides the students for necessary actions. The head of the examination committee coordinates with the other members regarding the smooth conduction of examination procedure, evaluation procedure and results and thereby necessary action is taken. The college also intimates the university regarding any mismanagement in the conduction of examination from the university side. The students can apply for revaluation or can appear for Back paper in case of any loophole or dissatisfaction. Types of Grievances dealt by the examination committee are Pre-Examination Grievances Not getting Hall Ticket for the examination Different subject mentioned on the admit card name is not correctly written on the admit card Candidate's Photo missing Form Filling receipt not provided

Post-Examination Grievances

Result is not declared

Name not found in result list

Absent marked in specific papers

Absent marked in all papers

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

2.6.4

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

Response:

Before the commencement of the academic year, the Institution prepares and publishes Academic calendar' containing the relevant information regarding the teaching learning schedule (working days), various events to be organized, holidays, dates of internal examination, semester examination etc. The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process and also displayed in the principal's office. The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, and unit test and semester examinations. The review of internal assessment is taken by the principal regularly. For the implementation of Internal Assessment Process, Examination committee is formed at the college level which monitors overall internal assessment process. The examination committee sends the information to the University about the students who are appearing for the examination. After receiving enrolled list of the students by the University, the college prepares seating arrangement charts, list of invigilators etc. The record internal assessment is maintained at the college level. Every department has to submit the compliance of the academic calendar as part of their annual submissions. In addition, the internal audit conducted which ensures the compliance to verify wit documentary evidence. The process is as follows:

Teacher: Every teacher is assigned the subjects to be taught during the academic year. The teacher plans the teaching and evaluation schedule of the assigned subject. The type and schedule internal evaluation is planned in consultation with the head of the department.

Head of the Department: The Head of the department compiles the academic plan submitted by the teachers and ensures that there is no overlapping of the activities in general and the Continuous Internal Evaluation in particular at both the internal as well as the University level .Then the Academic calendar is forwarded to the IQAC.The decision regarding dates for conduct of assignments depends on completion of syllabus, mid- semester breaks, gazetted holidays as well as other planned activities of the college such as the Festivals, Annual Day ,Sports day, etc.

IQAC: The IQAC compiles the inputs received from the teachers and a comprehensive plan is prepared.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

College follows the outcome-based education; hence the Program Learning Objectives (PLOs) and Course Learning outcomes (PSO) are aligned with the vision and mission of Omsai College of Education. Omsai College of Education focuses on development of its students not only by imparting quality education in teacher training but also in instilling a sense of self-worth and discipline. Students would get opportunities to participate in numerous co-curricular activities on and off the campus, to realize their true worth and potential.

For defining the PLOs and CLOs, we follow the consultative process involving the stakeholders. Adequate care is being taken by KBC North Maharashtra University Jalgaon in describing the knowledge, skills and competencies that students are expected to acquire during B.Ed Program. Omsai College of Education works on those targeted aims and objectives rigorously to provide quality education to the learners as well as to achieve the expected outcome. Programme Learning outcomes and Course Learning Outcomes:

Program learning outcomes of B.Ed.: After completion of the B.Ed. program, the student teacher will be able to

1. Programme Outcomes

The curriculum is designed to achieve the following general outcomes of the B. Ed. Programme

1. The student teacher will understand the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
2. The student teacher will understand how children learn and develop, how they differ in their approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts
3. The student teacher will get plan learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors; and an understanding of how students come to view, develop and make sense of subject matter contained in the learning experiences
4. The student teacher will use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

5. The student teacher will understand and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner, and reflective practices that continually evaluate the effects of his/her choices and actions
6. The student teacher will understand content cum methodology and adopts it in teaching.

Newly recruited staff members are briefed on the Program Outcomes and the Course Outcomes. The Program Learning Outcome (PLOs), Course Learning Outcome (CLOs) of all courses/programs are made available on the website. Program Learning Outcomes and Course Course Learning Outcomes are discussed with the students at the time of orientation.

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

2.7.2

Average pass percentage of students during the last five years

Response: 81.31

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
30	31	39	37	24

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 College offers B.Ed programme with clearly defined outcomes. Programme Learning outcomes and

course Learning outcomes are in sync with each other. The college has a well-planned and systematic process of collecting and evaluating data on programme and course learning outcomes and uses them to overcome the barriers to learning. Measurement tools such as seminars, tests, group discussions, and assignments are used to assess student learning outcomes. It is used by the college to overcome learning obstacles. As per Continuous assessment, depending on the course style, several methods for continual evaluation include class tests, seminars, and assignments. The students of the college provide inputs on drawbacks, limitations and merits in teaching and learning. Feedback is also collected to assess the performance of the faculty members. Student Welfare Cell of the college helps in resolving students' problems – academic, psychological etc. supporting them to attain the programme outcomes. Different ways in which the students and staff are made aware of learning outcomes are as follows:

- a) Teachers plan those learning activities in the subject class that can motivate learners to analyse their learning outcomes.
- b) The results of each academic year are analysed thoroughly by the Principal with the IQAC coordinator, who in turn discuss them with the teachers.
- c) The names of meritorious students are prominently displayed to encourage new learners to work in the right direction.
- d) Such meritorious students are felicitated for their performance during Annual day.
- e) The intended Learning outcomes of other co-curricular and extra-curricular activities are also communicated to students from time to time in classes also so that they understand the importance of developing an all-round personality.

Direct measures may include homework, quizzes, exams, reports, essays, research projects, case study analysis and other performances. Examples of indirect measures include course evaluations, student surveys, course enrolment information, alumni surveys and school placement rates. Approaches for measuring students' learning Summative assessments - tests, assignments and other course activities that are used to measure student performance. They often reveal what students have learned at the end of a unit or the end of a course. Within a course, summative assessment includes the system for calculating individual student grades. Formative assessment - any means by which students receive input and guiding feedback on their relative performance to help them improve. It can be provided face-to-face in office hours or in written comments on assignments.

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: 88.24

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

Response: 45

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
Any other relevant information	View Document

2.7.5

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

Response:

Omsai College of Education focuses on identifying the needs of learners at entry level. So that students can be catered according to their needs. Different types of methods are used to cater the needs of learner and to access those needs, various assessment tasks like oral presentations, Assignments, Examinations, Project work, Participation in co-curricular activities are done to know about the performance improvement in student whether it is curricular or co-curricular. Some of the examples to show the extent to which the assessment tasks and performance of the students reflects their initially identified learning needs are as given below: Examples 1. Rupali Rajwardhan Deshmukh from batch 2018-2020 was a slow learner at entry level. He got 50% in her graduation. He did not perform well in diagnostic test and learning readiness test conducted as well. To cater the needs of Rajwardhan, he was provided with remedial classes, notes providing etc. He got very good marks in B.Ed. course. 2.Rohit Salunkhe from batch 2018-2020 was a moderate learner at entry level. He was provided with extra study material. Some open educational learning resources were informed to him. He turned into advance learner at the end. He stood second in the college. 3. Jayshri Bhole from batch 2018-2020 was not good in the curricular activities. At entry level she did not participate in talent hunt also. She was provided with mentoring sessions to motivate to take part in the co-curricular activities. After mentoring she participated in many activities. 4. Manish Patil from batch 2019-2021 was a moderate learner at the time of entry level. He got 60%in graduation. He was moderate learner. He was capable of doing better. He was guided in mentoring session. He scored very well. 5. Rupali Wani from batch 2019-2021 was not interested in taking part in co-curricular activities. She was afraid of speaking in front of other students during talent hunt. So, she was prepared during mentoring session. After that she performed in different activities. 6. Mayuri Bari from batch 2021-2023 was a moderate learner at entry level. She was not able to write appropriately that is the reason she was not able to get good marks in graduation. She was at 56.33%. Now she performed very well. Lesson plans written by her are really showing improvement in her

performance. 7. Nikhil Patil from batch 2021-2023 was not interactive in the class at entry. He was a passive listener in the class according to teachers. Teachers gave special attention to such students and work on such issues. He turned out to be active participant in the class. 8. Nitiket Deore from batch 2021-2023 was a slow learner at entry level. He got 49% in her graduation. He did not perform well in diagnostic test and learning readiness test conducted at entry level as well. To cater the needs of Nitiket, he was provided with remedial classes, notes providing etc. He got very good marks in B.Ed. course.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.99

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

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

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Income expenditure statements highlighting the research grants received, duly certified by the auditor

[View Document](#)

3.1.3

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

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Response: D. Any 1 of the above

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

3.1.4

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

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

Response: C. Any 2 of the above

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

3.2 Research Publications

3.2.1

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

Response: 1

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

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

File Description	Document
First page of the article/journals with seal and signature of the Principal	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: 1.33

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
2	2	0	0	0

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: 1.6

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
2	2	0	2	2

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: 45.98

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
29	22	0	22	30

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: 61.61

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
75	41	0	0	22

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

3.3.4

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

Response:

Community service has been an integral part of the college since its inception and has been one of the foundational principles of the college. The community service initiatives in the college are led by the students. The outreach involves leading awareness campaigns through Dramas and interactive talks, etc.

Our students learn the importance of developing the spirit of giving back to society. The college regularly organizes extension activities under Swachha Bharat Abhiyana, AIDS Awareness, COVID-19, Voting Awareness, etc. College also conducted door to door survey, take out rallies to spread awareness, to have first hand information about various issues as education, health, drug addiction, etc. The students plant saplings in areas around college and beyond the college premises. The programmes on eco-sustainability also help the students as well as community members through eco-friendly activities like waste segregation, composting and harmful effects of plastic etc. These activities develop leadership, resilience, empathy and service-mindedness in our students. The college organizes various campaigns related to enrolling new electors, linking Aadhar cards to Voter cards, and bringing awareness about the usage of Electronic machines. This has impacted more than 100 students and their parents got Voter cards. The list of various outreach programmes such as organizing judicious use of environmental resources, skill development program for Students, Health and sanitation, Swachh Bharat movements, Road safety programs, competitions for school students. Seminars and extension lectures on social and gender issues for school students. The college is also regularly enlightening about the prominence of quality higher education. Through these outreach activities all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, show empathy for others, establish and maintain positive relationships, and make responsible decisions. Community outreach programs develop deeper relationships between students and the communities they live in. Following are some of the sample evidences of extension activities carried out at the neighbourhood community –

? Cleanliness awareness programme at Government Primary School, Hombal.

. ? Conducted rally on Plastic Free Campus, drug free society, AIDS Awareness, etc at the surrounding places of Gadag district.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document

3.3.5

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

Response: 0

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

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
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: 0.8

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

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

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document

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: 11

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: 11

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document

3.4.3

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

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

Response: D. Any 1 or 2 of the above

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

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:

Omsai College of Education has adequate infrastructure facilities and resources to conduct the curricular and co-curricular activities that enable it to contribute in holistic development of the learner. The college has built up area of 2504.00 sq. m, that consists of following:

Classrooms: College has 2 classrooms, 5 microteaching classrooms, one seminar hall & ICT Resource Centre that supports the teaching-learning process. The campus is fully wi-fi enabled. Learners use ICT facilities in attending webinars, presentations, preparing technology enabled lesson plans and thus become competent to match the needs of the global sector.

Library: The college has one library associated with one 'library cum reading room'. Library possesses internet facility.

Laboratories: Curriculum laboratories available in the college consist of Psychology, Mathematics, Science and Social Science Laboratory. Language Lab is well equipped with required with the capacity of 25 students at a time. It is used to develop the basic skills of the English language, which nowadays is the preferred language for the teaching profession in society. Computer lab has internet connectivity to make the students proficient in a wide range of computer applications, and thus make them competent in the present scenario of requirement of technology enabled teachers.

Equipment: In the science and mathematics laboratory a variety of equipment are available that pupil teachers use to perform experiments on their own. Social science laboratory contains models, charts on various concepts to use in teaching. The Psychology laboratory is well equipped with materials and psychological tests to know the different behaviors of the persons.

Computing facilities: Computer laboratory is well equipped with the updated MS Office software. Each faculty has a separate desktop with a facility. A common attached printer is also available for printing the documents.

Girls Common Room: It provides female students a place to relax, study, and have informal discussions in free time available.

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

Fitness Centre: Various health related activities are done by the students in the centre to develop more strength and stamina in themselves.

Canteen: The college canteen provides hygienic food to students and staff.

Parking area: The campus has a wide parking area to accommodate two as well as four wheeler vehicles.

Ramp: Ramp and wheelchair are also available for differently abled persons.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	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: 33.33

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

Response: 01

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

Response: 03

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document

4.1.3

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

Response: 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
11.77	4.77	9.57	4.43	3.54

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The College Library is fully equipped; Wi-Fi enabled and has a seating capacity of 30 users, consisting of provision to enable students to access information for their academic pursuits through internet and e-resources. Additionally, 4 computers have been installed for the students and teachers. Omsai College of Education keeping in view the mission and vision of KBC North Maharashtra University Jalgaon provides all the resources required to empower students through Education. Library is located on the 1st Floor of the campus with a total area of 95.37 sq.ft. The library is well equipped with all the facilities for students and faculty members and provides them with sufficient teaching- learning material. The library has 4567 books to refer for the core and elective papers as well as for professional growth. The library also has a reading room for students and faculty to work upon references and study material. The library plays a vital role in the Teaching-Learning Process as it provides the material offline to refer. The students get the books issued for a week and avail the facility of library and its resources to the fullest. Library at Omsai College of Education is not just a centre of learning but also an ocean of knowledge and learning experiences. Students and faculty contribute to the library facilities by actively participating in all the activities organized by the Library Cell from time-to time. Library at NPS keeps on updating itself with latest books and journals to keep abreast of the changing scenario in the Education Industry. The Librarian ensures the students make optimal use of the library.

Sr.No	Name of learning resource	Numbers
1	Print Books	4567
2	Journal	03

3	Newspapers	02
4	Computers	04

Services provided by Library: · The Library follows the Open Access System · Available from 11 am to 5 pm on all working days.

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:

Omsai College of Education possesses a full-fledged library in the premises supporting and assisting the students in their learning since its inception. The library at om sai College of Education is updated each year according to the changing needs of the Education systems and teacher training pattern. With the changing requirements of the Education Industry and rapid changing world into digitization of education all across the nation, Omsai college library subscribed to a remote access system to avail the library resources to students and faculty globally, without visiting the library physically. All transactions are done manually. But from next year Omsai College of Education is trying atomisation in the library

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: C. Any 2 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

4.2.4

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

Response: 0.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.15	0.12	0.20	0.12	0.1

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

4.2.5

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

Response: 90.77

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: 240

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: 880

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: 1000

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: 1200

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: 1400

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](#)

Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution

[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: D. Any 1 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:

Today, it is essential for the students to learn and master the latest technologies in order to be corporate ready. As a consequence, teachers are combining technology with traditional modes of instruction to engage students in long term learning. College uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education. The college has IT facilities available for teaching-learning, research and administration. The institute has spacious lecture Halls. It provides the pupil-teachers with first-hand experience demonstration and practical skill development to handle with dexterity different equipment. Wi-Fi facility is made available to all faculty members and students inside the campus (Internet speed of Wi-Fi is 100/100 mbps.). Over the years the college upgraded its hardware, software and allied IT facilities according to requirements. The college tries to introduce the latest technology in computing and IT fields regularly. At present institute has ICT resources like 20 desktops , 1 LCD projector,3 printers with scanner and 5 Pen drive.

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: 2.23

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: 100

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

Response: 100

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: D. Any 1 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	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
11.77	4.77	9.57	4.43	3.54

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:

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

Classroom management:

The classrooms are well equipped for learning. CCTVs installed in each classroom to make sure of the safety and the security of all students, teachers and equipment. Stock list of assets of Class room property, cleaning and maintenance are done on a regular basis, Annual Maintenance of all the modern teaching technology system about repairs and replacements are the basic attributes of classroom management.

Laboratory

The laboratories in the college are furnished according to the statutory rules. Necessary equipment and material is procured to deliver to the students the best standards of education. Fire Safety equipment is maintained in labs as a precautionary measure.

Maintenance –

Regular inspection of devices/tools is organized. Periodic maintenance is done by regular cleaning of the lab spaces. Regular check-up of equipment is carried out at the end of every semester Library If the books are lost, then the borrower shall replace the books of the same edition or latest edition after getting permission from the principal. Loss of borrower card should be reported to the librarian in writing. After checking the borrowing register, they will be issued a duplicate card at the end of the academic period

borrower cards shall be returned to the library. Withdrawal of books and other reading material which is not useful for current references is done on a regular basis.

Care of Library Books:

Students are required to handle the books/ Journal very carefully; marking with pencil; writing or highlighting, tearing the pages or mutilating the same in any other way will be viewed very seriously. Computers & Software Maintenance of computers (Hardware and Software), updating software related to administrative and overall maintenance of campus infrastructure. Annual maintenance for computers, Printers, software, CCTV, Fire extinguisher, garden and security are in place. Website & System Website is maintained and updated with the help of external professionals. The institution has system to inform parents about student’s attendance, Classes, admission, Fees and profiles via mobile messages assuring safety of the students.

SPORTS

Sports Cell looks after maintaining the sports ground and sports equipment and organizes various indoor and outdoor sports competitions for students at intra and inter collegiate level. Safety equipment and sports gears are properly maintained and students are always instructed during sports periods in regard with proper handling of the gears. Other Resources-Omsai college of Education has a number of other resources as well Seminar Hall Art, Canteen Multipurpose play field Parking area Health and Physical Education and for girls Safety issue is specially handled and appropriate measures are taken to make the campus safe for students.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
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: D. Any 5 of the above

5.1.3

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

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

Response: A. All of the above

File Description	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
Report of the Placement Cell	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: 19.09

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
0	10	15	13	4

File Description	Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document

5.2.2

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

Response: 24.49

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 04

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

Response: 04

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

Response: 04

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: 9.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	6	10	3

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

5.3 Student Participation and Activities

5.3.1

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

Response:

The college duly elects a Student Council which is formed in a democratic manner and executes its work in a justified manner under the guidance of College Head. The Student Council organizes different programs and plays an active role in academic and co-curricular activities. Composition of Students Council: It comprises of a) President b) Secretary Election of President and Secretary: - The President

and the Secretary are directly elected by the students of the college, who, on the date of the notification of the election process, are on the college rolls or as decided by the college. The election is conducted through secret ballot on the plurality principle and majority of valid votes cast is the basis of the elections
Eligibility for President and Secretary: -

The eligibility for contesting for the post of the President and the Secretary is as follows.

A: 75% attendance in the last academic session attended

C: Good conduct in the college as per college records

D: No Essential Repeat in the previous University examination (No Backlog of Papers)

Eligibility for members: -

A) The first-year students shall be eligible to get nominations.

B) Good conduct in the college and active participation in the departmental activities.

The students are selected for the committee in a predefined ratio to ensure that impartial representation is maintained from all students. The council members are closely monitored by the appointed coordinators (Faculty member) to keep the council running in an organized manner. The Members of Student Council are part of various committees like Library, Anti ragging, Sports and Cultural Committee.

Functions of the Council: -

I. Student Council President

A. Represent the student body at all college events.

B. Be responsible for coordinating the interviewing, selection and functioning of committee chairpersons and task forces.

C. Supervise the functioning of the elected student body officers.

D. Develop the agenda for and preside over the meetings of Student Council.

II. Student Council Secretary

A. Represent the student council at all college events as requested by the president.

B. Coordinate the work of committees.

C. Preside over Student Council meetings in the absence of the president.

III. The Council Member

A. Communicate ideas from the student body to the Council.

B. Report to the class the results of Council action.

C. Serve for their assigned Cell.

D. Volunteer as needed Role of Students' Council is evident through Cultural programs and sports events: Students are divided into groups with one or two mentors from respective Cell providing guidance to the students for Sports and Cultural activities. Women Empowerment: The Members organize various programs (International Women's Day) for empowerment of women.

Alumni Meet:

Members are also a part of SCE Alumni Cell and contribute in making the alumni strong in all its activities. Students' Welfare: Students' Council Members are the part of Students Welfare Cell and play an active role to organize activities and welfare related events for the students.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document

5.3.2

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

Response: 2

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
2	2	2	2	2

File Description	Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni serve many valuable roles; they help build and grow an institute's brand through their work strength and word-of-mouth about the institute. An alumni group or alumnae association is an association of graduates or, more broadly, of former students (alumni). Additionally, such groups often support new alumni, and provide a forum to create new friendships and develop business relationships with people of similar background. Alumni of Omsai college of Education are well placed in various fields like: teaching, education, professional fields, academic and social work. The College has an active alumni group, this group is not registered yet but the process of registration has started and very soon we shall have a registered alumni association. The mission of the Omsai's alumni group is to foster a spirit of loyalty and to promote general welfare of the institute. It offers network opportunities, which can connect recent graduates with established professionals and help to pursue career change. At Omsai, we conduct our annual gathering every year. For their general meetings there is a separate place in college premises, where they can discuss, plan, and talk to each other and even they can execute their planning with the help of college faculties and students

We have created a registration form for all final year students; they can be a member of this group. We also encourage our final year students to continue with our WhatsApp groups and join alumni so that we can connect with each other for a long time and they can share their experiences, memories and any updates regarding vacancies or upcoming events too. in alumni meetings so that they can provide suggestions for college betterment. If we talk about participation and decentralization positions of the college, we have one representative of Omsai alumni group in College Development Committee (CDC) and in Internal Quality Assurance Cell (IQAC) as a member. They continuously evolve as resource person in workshops, in orientation programme of newly admitted students. During any seminars for students, they act as a motivator and help them to groom their skills for practical situations, as well as they support the placement of the present students in various schools .

Motivating new students orally.

They support in online teaching and learning.

They support in placements.

Two significant contributions by Alumni:

1: Placement and Internship: - The role of the Omsai alumni group has been significant towards the development of the college.

Omsai alumni group has been actively maintaining relationships with its alma mater. With the help of this group the college has been able to get various internships and placement opportunities for the

students.

2: To motivate new students: - On the other hand, Omsai alumni group has been boosting the confidence of current students and fostering their morale to try out possible avenues and appear for possible available opportunities

File Description	Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	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
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	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	0	1	1

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

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:

It is a matter of pride that Omsai College of Education has a strong Alumni group that strengthens the network among the alumni, faculty, and management and builds an integral relationship with students of the Institute. Alumni group of the college is an active body with many alumni as its members. It conducts formal Alumni meetings every year to reunite with their friends, Students, faculty members, and management; they cherish their memories and share their experiences. The institution has included its alumni as a significant part of many of the notable academic and administrative bodies such as Internal Quality Assurance Cell, College Advisory Committee, Curriculum development etc. The institution gives high regard to the suggestions of alumni and utilizes the services for the development of the institution in all the possible ways. An Alumni Meet is organized for all the Alumni of the college annually. Many activities are organized for the alumni, alumni are honoured and the college provides all the present alumni in the alumni meet with souvenirs like Sanskruti magazine, photo frames, mementos, etc. The college conducts meetings with its Alumni Group on a continuous basis. On an average two meetings are organized by alumni groups every year, for this purpose a separate room is allocated to the alumni where they can discuss and exchange their views. These meetings provide a platform to the former students to provide suggestions with respect to the functioning and infrastructure of the institute. Alumni of the institute play a significant role in providing mentoring, Career guidance, facilitating internships, and campus interviews for students with the help of their professional contacts, discussions on different topics for motivating the students to give their best and develop their capabilities. Apart from formal alumni association meetings, the institution also engages the alumni support in many ways such as collecting suggestions, feedback on existing curriculum, updates on emerging trends, etc through various networking platforms like Facebook, Twitter, WhatsApp, etc. In every meeting of Alumni, a talk is

arranged on a certain aspect by the alumni for the students related to the field. The topics on which these discussions and talks have been arranged are: Guidelines for improving communication skills, experience sharing regarding importance of participation in co-curricular activities, motivational words for how to become a good teacher, sharing of ideas related to constructivist approach, discussion on challenges in teaching profession, discussion on SWOT analysis, guidelines for how to face an interview, ICT based learning, Talk on how to be creative, lecture on innovations in teaching methods, talk on enhancing teaching skills, lecture on professional ethics. All these talks and discussions are done with the students in regards to motivating the students and nurturing their talents to do their best in this novel profession of teaching.

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:

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

Vision

Vision: Endeavour towards excellence in Teacher Education and better prospects in the field of Education

Mission: To create dynamic and proficient teachers in mofussil area and equipped them to stand in complex democratic society

Reflections on Vision and Mission

Outcome-oriented and Knowledge-driven teaching, learning activities Entrepreneurial skill development, Employability prospects with focus on placement activities Innovative empowerment Programs for teacher educators and would be teachers

Our teacher educators are supported by college, self-motivated, vibrant and energetic in participative and interactive activities.

Nature of Governance:

The Institute follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. College is promoted by Jai Durga Bhavani Krida Mandal has been established with a firm commitment to foster a holistic approach to facilitate and promote studies and research in emerging areas of education, aim being to achieve excellence in the educational field towards development of education in the era of globalization .The governing body delegate authority to Principal and IQAC coordinator who ,in turn share it with different committees and cells for smooth functioning. We are on a mission to inculcate versatility in development of the dynamic personality of students through a lot of academic as well as professional preparations. And in order to accomplish our endeavours our Governing body strictly follows the below: Appoint teachers with all the rules and regulations of the NCTE and University. Stringently adhere to the process where we follow the eligibility criteria and take all necessary approvals. Make sure that the student intake is as per the NCTE rules and

regulations. Follows reservation policy as decided by State University. College with a multi-story, environmentally friendly spacious campus and state-of-the-art facilities offers a range of courses to meet the student requirements. In order to cope with the dynamics of the ever-evolving market and students' requirements, the College Management keeps investing in the latest technology, faculty training and pedagogy and other extra-curricular activities to impart up-to-date education and enable students with a skill-set to meet the requirements of the current environment. The Teaching System followed by the college is open and liberal to an extent where the students are encouraged to engage more and provide feedback to keep the college improvising on its resources, as and when it is required. The College Management also keeps participating in industry events and inter-college competitions to provide students with multifarious opportunities to let them realize their true worth and potential. To empower its students with the latest industry standards skill-set, College often launches short term courses, engaged in research and development, keeps expanding their library, provides seed money to upgrade the computer lab and language lab, and other teaching aids. And Omsai College of Education does not just provide education; rather it focuses on building their students' personality.

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 signature of the Principal	View Document
Documentary evidence in support of the claim	View Document

6.1.2

Institution practices decentralization and participative management

Response:

The College Development Committee (CDC) is the apex body of the institution that plans and executes the development activities. CDC of the institute was set up in 2016. CDC of Omsai College of Education is a very effective body which serves as a link between the college, students and administration. Meetings of CDC are held regularly to discuss matters related to college development, students and faculty development. NPS has been decentralized with the help of 14 different committees to look after different types of activities in an efficient way. College Management encourages its employees and students to provide feedback, and keeps taking their suggestions time to time in order to improvise the college and its facilities. In order to provide latest and best-in-class courses for academic and non-academic work, College Management keeps a close watch on the industry trends and requirements, by actively interacting with its Alumni and its faculty members. IQAC is established in the college and plays a pivotal role at academic and administrative level like school participation, outdoor interaction, green initiatives, and stage maintenance for teachers Representatives of the management, Principal, faculty members, staff members, students, eminent personalities and alumni are part of the committees. The college administration is decentralized through Omsai Krida Mandal to advisory Board to College

Development Committee to Principal to IQAC then college work is divided into academic and administrative work. Under the supervision of the principal, heads and committee members College prepares plan for organizing curricular, co-curricular and extracurricular activities. These plans are approved by concerned authorities and implemented accordingly, while preparing the plan and its implementation.

Case Study:- The college has a library committee which looks after the functioning of library. Every year regular meeting of library committee is held. In the meeting, library committee decides the budget for purchase of books, journals and other items for each programme. Head of the department after discussion with faculty prepares the list of books and journals to be purchased; the list is submitted to the librarian. Librarian puts the requirements in the library committee and takes approval for the lists. Quotations are taken by the librarian from different dealers and comparative charts are made by the librarian and head of the library cell. The comparative chart and the proposal for purchase is submitted to the principal forward this to management for approval. After approval from the management the purchase or subscription is done by the librarian Once the books are received in the library along with the bills, the price of each books and discount rates is verifies by the library staff in acquisition section. Entry of each book is made in the accession Register with all the relevant details of the book like its price, publishers, vendor year of publication etc. then the bills are processed for payment with the accession number entered against each item. Librian certifies the above procedure before forwarding the bills to the account section. With the permission of principal, the account section makes the payment.

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:

Financial Transparency

Omsai College of Education maintains transparency in its financial, academic and administration functions by clearly defining its vision mission objectives at all levels. All important matters relating to budget provision of the college and finance budget proposals to be presented before the Governing body for approval at the beginning of each year. There is provision of increment in salary every year for employees of the institute on the basis of their performance. College has an Internal and External audit system which is accessible to all, and the college has annual budget provision for future betterment. Academic Transparency college strictly adheres to the academic calendar that details the various activities in advance. Admission notifications are made through Facebook and on its website. Admission forms are processed online and offline with all the relevant details explained in its prospectus and also on

its website. College provides advance and innovative approaches of teaching-learning process in various schools during two years internship programme, we also take area preference during internship so that students commute regularly without any trouble. We take feedback from students on a regular basis. The internal assessment comprising various components, ensure that students monitor their performance, progress and fairness in the evaluation. There is provision of remedial classes and grievance redressal system. We have a facility of library access for all students as well as for faculty members. To make transparency in the academic field college provides full information of its syllabus, events, upcoming events etc., on its website. We have an active Facebook account where we display all the events of the colleges. We also have an active alumni association and alumni Facebook page who participate directly or indirectly for college development on a regular basis. In morning assembly, we provide facilities to every student for reading daily news and presentation of thoughts of the day, so that they learn presentation skills.

Administrative Transparency

College has a College Development Committee (CDC) formulated according to Maharashtra Public University Act, 2016; it acts as a link between the college, students and administration. Meetings of CDC are held regularly to discuss matters related to college development, students and faculty development. Recruitment and staff promotion are also undertaken with almost transparency. IQAC is established in the college and plays a pivotal role in academic and administrative activities. 14 different committees are formed in the college to look after different types of activities. Representatives of the management, Principal, faculty members, staff members, students, eminent personalities and alumni are part of the committees. College divided academic work in curriculum and co-curriculum activities and administrative work is divided into student welfare and administrative committee.

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 IQAC through deliberations with the stakeholders made a perspective plan (2018-2023) in 2018 for the development of academic, administrative and infrastructural facilities and approval was taken from management. The perspective plan is available on the college website which is closely associated with the vision, mission, and goal of the institution. College has regularly enhanced infrastructure and developed capacities for teaching and research of staff according to the changing academic and social environment the purpose of the plan was to strengthen the functioning of institution. One of the examples

of activity successfully implemented based on perspective plan is as follows:

Augmentation of Academic infrastructure and Equipment Following work is done in relation to infrastructure of the institution and demand of equipment -Increase in the number of computers -Increase in the furniture, Books Rack for library, LCD Projectors. Now the college is well-equipped with all these facilities. The result of these college facilities is reflected in the happiness of students. Teaching-Learning process has become more effective. Furniture in the classrooms, Library has been increased. Biometric facility for teachers is provided in the institution. Language lab has been proved very useful for the students. Sports Equipment is very essential for the holistic development of students.so institution has also worked on it. Management has also worked on increasing the number of lifts. Stage has been constructed in the campus for all types of activities. Renewable sources of energy like solar plant etc. have been implemented in the institution. 75% of the proposed plan has been completed. As we were under the grip of pandemic wave for two years a lot of action items/deliverables remained unfulfilled which will be tried to complete by December 2024.

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:

Omsai College of Education is affiliated to KBC North Maharashtra University Jalgaon. The administrative Bodies/Councils/Committees/Boards are governed in a very transparent manner as per the policy of institution. Transparent audit system is one of the best features of our institution. The College has an internal organizational structure that has evolved over years. The system of governance is as follows:

The Statutory bodies of the College are the Managing Board and the college development committee. These bodies along with the IQAC play an important role in framing policies and executing them. The Governing Council functions as the Executive Body of the College to take decisions and plan strategies which are appropriate for the development of the institution. The Principal as the Head of the Institution is the leader who is responsible for various administrative services of the institution. The principal is assisted by IQAC coordinator and faculty members. They all discuss the major programmes and issues in the College and support the principal in the administration of the institution. At College level there is Internal Quality Assurance committee (IQAC). The IQAC plays an important role for monitoring the internal quality of the institution. The academic wing of the college lays emphasis on extension and outreach programmes and provides platforms for students and faculty to reach out to the community College Committees: Various committees are constituted for the planning, preparation and execution of

academic, administrative and extra-curricular purposes. Each committee consists of chairman and members. It is through these committees that the college seeks decentralization of power structure. The Curricular aspects are handled by Exam Committee, Library committee and Research committee. Co-curricular activities include Arts, Sports and literary. Student welfare is ensured through Placement Cell, Discipline Committee, Grievance Committee and Alumni Association also contribute to student welfare. The college has a well-defined organizational structure in the administration staff. The College office comprising of Administrative and Support Staff coordinates the administrative activities under the Office Superintendent in consultation with the principal.

Recruitment and service rules:

All appointments are made through the selection committee constituted by management of Omsai Krida Mandal . In accordance with Maharashtra state reservation policy, list of vacant posts is prepared. After approval of list, advertisement in newspaper is published for inviting applications along with testimonials. List of suitable candidates is prepared after scrutinization and they are called for interview by selection committee. After interview selected candidates are given appointment letter.

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: E. Any 1 or none 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:

Om sai College of Education constituted different committees and cells for the planning and implementation of various activities. In the beginning of the session, members are assigned (as and when required) in the committees / cells for its proper functioning. The committees/cells regularly conduct meetings to discuss relevant matters/issues and take appropriate decisions thereof, and minutes of the meetings are duly accorded. The objective of the cultural cell is to bring out the various talents of the students, inculcate team spirit and to account for overall personality development of students. To fulfil its objectives, the cultural cell conducts various activities regularly after cell meetings. Here, description of one decision made by the cultural cell is elaborated: The affiliating University; KBC North Maharashtra University, Jalgaon every year conducts “One day workshop on Experiential Learning and community Engagement” to select the student of the University (Inter Collegiate). Cultural cell in its meeting dated 29th Aug, 2019 suggested organizing a similar event in the college for “One day workshop on Experiential Learning and community Engagement” for the year 2019-20. The cell conducted a meeting with the principal, IQAC coordinator and faculties on 2nd Sep, 2019 and proposed to organize “In house workshop on Experiential Learning and community Engagement ” during 3rd -4th Sep,19. For the “Inhouse- One day workshop on Experiential Learning and community Engagement” cultural cell proposed activities. Students were notified about the “Inhouse- workshop on Experiential Learning and community Engagement ” and to selected students for “University One day workshop” for the year 2019-20. “In House- One day workshop on Experiential Learning and community Engagement organized on the scheduled dates and four students namely Ms. Mrunal S. Patil , Ms. Hemangi B. Patil, Ms. Minal M. Narkhede, Ms. Punam P. Wankhede from second year were selected for the “University One day workshop on Experiential Learning and community Engagement ”.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Action taken report with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

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

Wellbeing of the staff is important for effective functioning of the Institution. Omsai College of Education has effective welfare measures for teaching and non- teaching staff. Maternity Leave: Maternity leaves are given to Lady staff members for three months with salary with an agreement of resuming the work as per her convenience after this period.

Promotions:

Promotions or salary hikes are given to the teaching and non- teaching staff based on the qualification, services, and outcome of the performance appraisal. Fee concession to the Wards of the staff members: College also provides fee concession for the wards of the teaching or non-teaching staff.

Research Assistance:

Leave on duty for participation in the National conferences/Seminars/workshops are given to the faculty members.

Career Growth:

Faculty members are sponsored for attending Short term Courses, Workshops and Faculty Development Programs for up-grading their knowledge.

.The cultural programs are also organized where all the teaching and non-teaching staff members have annual get together with their family members.

Miscellaneous:

Uniform is provided to peon and security as per season.

Free medical camp for the staff

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: 66.67

6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences /

workshops and towards membership fees of professional bodies during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	8	2

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

6.3.3

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

Response: 9

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
3	0	0	3	3

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

6.3.4

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

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

Copy of Course completion certificates

[View Document](#)

6.3.5

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

Response:

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

An effective performance appraisal system works towards the improvement of the overall institutional performance of teaching and non-teaching staff for achieving the overall institutional mission and vision. Adopting the same, the Institute is following an appraisal scheme. In this scheme, the performances are classified into -Effectiveness of Academic Management (Teaching, Learning and Evaluation related activities), Co-Curricular, Extension, Professional Development activities, Research Publications, Academic Contributions and Code of conduct (punctuality and regularity) . At the end of each academic year, the data pertaining to the above categories are collected from the faculty members and the non-teaching staff in the format provided by the institution mostly in the month of July. Further, at the end of semester, feedback forms are issued to the students to collect information about the teacher and different aspects pertaining to the teaching process. A team consisting of the Principal and IQAC coordinator go through the feedback forms collected from the students and suggest suitable measures to improve the teaching-learning process. For non-teaching staff, the feedback is collected from each department and appraisals are given. We can define the following purposes:

1. Providing feedback to employees about their performance.

2. Facilitating decisions concerning pay increases, promotions, layoffs.
3. Encouraging performance improvement.
4. Setting and measuring goals.
5. Determining individual and organisational training and development needs.
6. Confirming that good hiring decisions are being made.
7. Improving overall organisational performance. Qualitative and quantitative parameters adopted for Teaching Faculty Appraisal are –

1. Effectiveness of Academic Deliverance –It is evaluated on the basis of teachers’ academic deliverance in B.Ed Program- Daily attendance record of students, Course development and management, coordination with students in terms of subject deliverance, class activities, lab related practical work, attendance issues etc. in due time line and mentoring in co-curricular like college events, workshops and Guest lectures ,.

2. Effectiveness of Academic Management (Coordination) – Completion of additional activities allotted in due time line.

3. Academic Development (self as well as the college) – Initiatives taken for self-improvement/enhancement, Development of Best practices at workplace

4. Contribution to other Departmental Functions – Initiatives taken to other Departmental Functions as a whole.

5. Research Work-Involvement in research related activities is also one of the parameters for Appraisal. Qualitative and qualitative parameters adopted for Non-Teaching Staff are All non-teaching staff are also assessed through annual performance appraisal. The various parameters for staff members are assessed under different categories i.e- Departmental and Cell Activities, academic and administrative coordination- Industry Interaction, Academic Management, Self-Development ,Discipline and efficient organisation of work assigned and technical abilities. The overall assessment is based on the cumulative grade by the Reporting Officer, which is then forwarded to the Chairperson by the forwarding officer. On satisfactory performance, all employees are granted promotions and financial up gradation. The Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in motivating them, analysing their strengths and weaknesses and ensuring better performance.

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:

Institute conducts internal financial audits regularly on an annual basis by the Chartered Accountant. The institution has computerized its financial management system .Any query or explanation asked by the CA are explained. There are no objections reflected as such in the report yet.

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

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: 0.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.14	0	0	0	0

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
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document

6.4.3

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

Response:

Omsai College of Education has certain strategies for mobilization of funds and the optimal utilization of resources. The resource mobilization policy and a procedure are displayed on the Institutional website. The budgetary resources are mobilized through various resources such as, tuition fees, and other fees, alumni and the gratitude fund donated by the college staff. Since, Omsai College of Education is a self-financed college; there are no funds from Government organizations or NGOs till now though we are putting great efforts to attain funds from Government agencies for the quality assurance in the Institution. Due to lack of such funds we accommodate the expenses from two funds which are Tuition Fee, Miscellaneous fees. The College utilizes these funds for the following resources:

1. Library Books: The above funds are utilized for purchasing the books for the library so that a rich learning resource centre can be provided to the students. as the Library is the centre of learning. The books are purchased on a regular basis for the library using the above funds in an optimal manner.
2. Infrastructural Improvements: College utilizes the above funds to bring required infrastructural changes in the premises from time to time
1. Learning material for activities: College spends the above funds for purchase of learning material like charts, stationary material etc to conduct various activities in the college like House activities, Competitions, celebrations etc.

3. Gardening Expenses: College utilizes a considerable amount on Gardening which keeps the environment green and healthy. Gardening is the regular practice at Satyam to contribute to local environment.

4. Security Purpose: At Omsai College of Education safety and security are primary concerns and is looked after constantly by appointing the security guards ensuring safety and security of each in the college.

5. Housekeeping: College ensures cleanliness and well sanitized premises to the inmates and for this purpose an adequate number of staff is appointed. College utilizes a fine amount of funds on housekeeping to provide clean and hygienic premises. .Repair & Maintenance: a considerable amount of funds is utilized on repair and maintenance of on-going wear and tear in the building.

6. Insurance: College utilizes the above mentioned funds for Insurance purposes as well. 1. Building usage charges: The above funds are allocated to cater Building usage charges as well.

7. Electricity: Constant power supply is ensured in the college so that no hindrance occurs in the smooth functioning of the Teaching-learning process.

8. Internet Charges: Omsai College of Education provides Wi-Fi enabled campus to students so that ICT can be integrated in the Teaching-Learning process. The above funds are mobilized to provide the Internet service to all the users.

9. Research & Development: The above funds are optimally utilized to support Research and Development by Faculty and Students.

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:

Omsai College of Education aims at empowering students and being a Teachers training institute its objective is to provide best possible opportunities to student teachers for their holistic development to serve the society after completion of the course. Establishment of IQAC is a concrete step towards development of students. The prime task of the IQAC is to develop a system for purposeful and consistent improvement in the overall performance of the institute and specifically of students. In this regard IQAC of the College was constituted for five years on 7th of July 2017 under the Chairmanship of our Principal Dr.Archana Bhosale and Coordinator Dr.Varsha Birade along with teachers, members from Management of the Institute, Senior faculty, Nominees from Local Authority, students, Alumni, Employers and Stakeholders. To ensure clarity and focus in college functioning towards quality enhancement through different strategies. The IQAC was constituted to develop an awareness system for consistent improvement in the overall performance of institutions related to academics and administration aspects. From 2017 onwards, IQAC was constituted with the following goals:

- 1.Communication of information on the various quality parameters of higher education Development of quality benchmarks for the various academic and administrative activities of the institution.

2. Documentation of the various activities leading to quality improvement. Obtaining, analysing and action taken on feedback responses from students, parents, and alumni on quality-related institutional processes Process adopted by the IQAC of Institute College IQAC functions actively in improving the

quality of education, teaching learning process and learning outcomes by internalizing policy and procedures of these quality strategies. The quality strategies and processes used are:

1. To intensify curricular aspects with value added course, self-study courses. To intensify feedback collection, analysis and review
2. To improve continuously in admission process, student diversity, teachers quality, teaching learning process and learning outcome Outcome based education is initiated by IQAC Result-analysis and active grievance, redressal Cell, extension activities including FDP are enhanced.
3. IQAC works constantly to establish newer collaborations and linkages with different organizations updating Infrastructural facilities including physical facilities, ICT facilities, library facility with ICT integration.
4. To strengthen student support system with management scholarship Encourage student council activities including sports and cultural continuously practice decentralized and participative governance with faculty performance evaluation through self-appraisal forms and confidential reports.
5. To express strong concern for environmental activities including rain water harvesting, plastic ban, waste management and Energy Saving. IQAC works constantly to promote research work

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 at periodic intervals through its various academic and administrative Committees which includes different cells like Discipline Committee, Cultural Committee, Sports committee, Library Committee, Student Welfare Committee, Examination Committee, Alumni Committee, Grievance Committee, Anti Ragging committee, Internal Compliance Cell, Research Committee, Publication Committee, Admission Committee, academic Planning Cell. Various quality initiatives for improving the teaching-learning process are taken by the Institute under the guidelines of IQAC like Organization of Seminars, Workshops, events like Annual social gathering, Exhibitions related to pedagogy subjects, field visits etc. for the students, Faculty Development Programmes for faculty. Institute reviews its teaching learning process through taking feedbacks in different areas: Feedback from students, teachers and alumni on curriculum aspects is taken on a continuous basis, it is analysed and appropriate steps are taken for improvement. Feedback of teachers is taken from students and accordingly suggestions are given. Feedbacks are collected after conduct of

different activities. These feedbacks are collected and consolidated at the institutional level. The corrective actions are taken through IQAC. Self-Appraisal Forms are collected from faculty. Besides this IQAC has reviewed and implemented its teaching-learning process through the following ways: On the basis of the feedback received from students and Alumni during the last four years it was identified that there was a need for introducing the usage of new technology for the teaching learning process. Taking this into account, the IQAC has taken efforts to improve the facilities: Internet and WI-FI facility is provided. Use LCD projectors in classrooms and laboratories.

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: 5.6

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
8	6	6	5	3

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

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: A. Any 4 or more of the above

File Description	Document
Supporting document of participation in NIRF	View Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	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:

One of the main functions of the IQAC is to review the teaching- learning process, structures & methodologies of operations and learning outcomes at periodic intervals to assure quality of functioning in the Institution. The IQAC at college of Education is committed to a learner centric approach regarding teaching learning progression and has designed the policy to assess and evaluate it intermittently. Accordingly, it provides support and guidance to the faculty. Teaching, learning activities are improvised, modified after taking the review and suggestions are implemented as per the needs. To achieve learning outcomes, the IQAC periodically reviews the teaching learning process and suggests gradual and regular expansion, up-gradation and addition of the requisite material, equipment, infrastructure etc.

1. Admission and SC, ST, OBC Committee:

Looks after admissions and category students and their fees concessions according to the documents produced.

2. Placement and career Counselling Cell: Looks after the placement and coordinates with reputed schools for placement of trainees providing them adequate career counselling.

3. Cultural Committee: Looks after the cultural activities, celebrations and festivals around the session. **4. Sports Committee:** Looks after the sports related activities providing sociological activities and facilitating for physical development by recreation activities.

5. Library Committee: Looks after the library records, new books required, memberships of different e-resources, students usage of library.
6. Examination Committee: Looks after Internal & external examination and maintains examination records.
7. Alumni association: Ensures alumni association with the Institute and organises activities with and for alumni.
8. Internship Committee: Looks after the Internship and teaching practice of trainees in reputed schools. The cell also prepares a list of schools to be approached for internship next year and works for establishing MOUs with reputed schools in the proximity.
10. Academic Planning Cell: Plans the session plan and academic calendar for the complete session for well-planned and organised functioning of the Institute.
11. Grievance Committee: Looks into the grievances of students and their resolution according to the UGC guidelines.
12. Internal Compliance Committee: Looks into all the matters related to Gievances, Anti ragging and sexual harassment.
13. Research and Publication Committee: Looks after the research and development of faculty and students. Also, working upon publication of journals.
14. Student Welfare Cell: Works for the student's welfare activities like equipping students with online platforms and its functioning, conducting workshops and guest lectures like preparing e-portfolio etc.
15. Extension Cell: Looks after organisation of workshops, seminars, guest lectures and conferences.
16. IQAC Cell: Looks after the functioning of all the cells and takes decisions for the incremental strategies in context of all aspects such as Administrative, Academic & Infrastructure etc. IQAC hold regular meetings to take decisions upon major issues and provides guidelines for other cells.
17. 17. Discipline Cell: The cell looks after the maintenance of discipline in the Institute.

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:

Energy is conserved to reduce the cost of consumption and to preserve the limited existing resources of energy. Energy can be conserved by using energy-efficient devices and other methods to consume energy and reduce the use of energy when there is no requirement. We know that energy can neither be created nor destroyed. It can only be transformed from one form to another. So, it is important to conserve energy. The institute has developed framework and energy guidelines adhering to National policy for energy conservation on 20th October, 2019 Saving Energy -The Institute Building has adopted passive design principles. The building is designed and constructed parallel to north south directions to ensure less relative heat inside thus saving energy. In the bigger picture the total energy demand from operation is reduced. The use of energy efficient equipment is promoted in the institute. The institute uses LED bulbs for electrical to reduce energy consumption. Promotion of energy efficient lighting systems by using LED Lamps instead of using incandescent lamps in the campus which require 1/8th of the energy to light the same room. Also master switches are installed at every floor to shut down power in non-working hours to reduce transfer loss of electricity.

Implementing Alternative Energy Harnessing the Sun:-

The institute utilizes total energy consumption of 25 KW. This requirement is met by state power supply as well as by harnessing solar energy. The total capacity of the Solar Panel system will be installed to harness the renewable energy. The institute will then utilize the solar energy on campus. Reducing energy consumption in the institute is a continuing priority which is ensured through an awareness program involving student's mentors and institute staff.

File Description	Document
Institution energy policy document	View Document

7.1.2

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

Response:

Managing waste in an environmentally sound & socially satisfactory manner is sustainable waste management. In institute waste management practices are differentiated into three parts: Solid Waste Management Liquid Waste Management E- Waste Management The entire spectrum of solid waste

generation, segregation and collection is processed systematically in the campus. Mixed waste is useless as a resource until waste separation at source is practiced thus the waste generated by the institute is separated in three separated streams namely biodegradable, non-biodegradable and domestic hazardous wastes in suitable bins. Biodegradable waste is generated in the institute from raw material & leftovers of food items from kitchen/pantry and hostel mess. Also the tree droppings from the campus green area contribute to it. These are treated through organic waste composter and waste is created into manure. Non-biodegradable solid waste is handed over to the municipal approved landfill site. Hazardous waste generated in the institute is in negligible amounts of waste oil from D.G sets fixture which is sold to authorized recyclers. Liquid Waste Management involves Grey water and Black water. The waste water generated from R.O treatment in the institute is reused to recharge ground water tables through a network of lines. Institute also conserves the rainwater through harvesting the runoff water from previous surfaces to the rain harvesting pit. This in return reduces the load on municipal sewage lines and also recharges the ground water table. E-Waste of electronic waste broadly describes discarded, surplus, broken or obsolete electronic devices and machines. The rapid growths of technology, up gradation of innovation and high rate of obsolescence have led to one of the fastest growing waste streams of E- waste. The E-waste is managed in the institute through collection of items from staff, faculty & students at common places and conducting an auction to authorize recyclers

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

7.1.3

Institution waste management practices include

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

Response: B. Any 3 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: C. Any 2 of the above

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

7.1.5

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

Response:

Sanitation is considered as basic determinant in quality of life and human development index. Ensuring that college is well maintained is not only conducive to productivity, it also increase the likelihood of expecting more students. The institute promotes and aligns goals to national mission of Swatch Bharat or Clean India Campaign which bring about change in behavioural and attitudinal aspect of habitants. The institute strongly believes in emphasizing on Information, Education and Communication (IEC) for effective participation of campus users. The institute highlights and takes care of every basic parameter of maintenance of cleanliness like personal hygiene, safe water, waste water disposal, solid waste disposal, food hygiene and environmental sanitation. The Institute has framework in terms of Policies since Oct, 2019 for Waste Management- (Solid, Liquid and Hazardous), Water Management and Green Cover Management to maintain and check all the basic parameters. In a quest for healthy, liveable and sustainable campus, spaces with plantation have a vital role. To add to the green cover of the Institute many tree plantation drives have been conducted by the institute. The Institute also adopts saplings distribution program as an act of promoting environment and sustainability in events and functions. The institute also prohibits intra movements of vehicles as to enhance the indoor air quality of the campus which in return reduce the air pollution. The institute has a robust network of sewage disposal system which also acts as a guiding force to implement hygiene and cleanliness in the campus Institute is resilient in deployment of dedicated team for maintenance of water system, drainage system and waste management system in the campus. The periodic maintenance practiced in the campus induces sense of cleanness and also cut off extra expense on wastage. Access to sanitation facilities is a fundamental right to safeguard health. Separate and safe sanitary facilities for females in the campus are also an encouraging factor of the institute. Dedicated safe drinking water sources are present at many places throughout the campus which comes from storage tank. The water purifier (RO System) is installed at common level to ensure water quality. The institute believes in the fact that precaution is better than cure

and abides to it thoroughly. Many promotional signage are put in the campus area to promote and aware students to avoid littering in open spaces. Use of Colour coded dustbins to segregate solid waste at the source is deployed in the campus which safely collects, confine and dispose waste. Document Required:

1. Waste Segregation (Dustbin Pictures)
2. Signage
3. Bills

File Description	Document
Documents and/or photographs in support of the claim	View Document

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles
2. Create pedestrian friendly roads in the campus
3. Develop plastic-free campus
4. Move towards paperless office
5. Green landscaping with trees and plants

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	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: 100

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
11.77	4.77	9.57	4.43	3.54

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View 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:

INSTITUTION PUTS FORTH EFFORTS LEVERAGING LOCAL ENVIRONMENT, LOCATIONAL KNOWLEDGE AND RESOURCES, COMMUNITY PRACTICES AND CHALLENGES

Omsai College of Education, affiliated to KBC North Maharashtra University, Jalgaon is located at the prime location providing all facilities to students & visitors and is easily accessible for all. College is at an advantageous location in every aspect and provides lush green locality to students.

LOCATIONAL ADVANTAGES:

1. Bus stop in the vicinity (within 1km)
2. College is located near state road; connecting all near by villages for easy access of students from Jalgaon taluka.
3. Sufficient Green Area in vicinity of college

4. Community Park in Proximity

5. Easy Accessibility to College with Connectivity via Public Transport

6. Police station is located in a range of 2 km for safety and security purposes.

7. 24/7 CCTV Surveillance inside and outside the college assists the community to control any anti-social activity in the nearby area.

8. Utmost care is taken to maintain cleanliness and greenery in and around the college.

9. Many awareness programmes are organised for public awareness.

List of Efforts put forth by Institute leveraging local environment, locational knowledge and resource, community practices and challenges:

Sr.No	Issues Addressed	Initiatives to address Locational advantages
1	Provided space to NGO to conduct their competition	Space provided for activity to NGO
2	Proximity to almost all commuting- Access to students from rural areas	Students avail the Easy access to all transport means - 1. Public transport. 2. For travel a Girl finds advantage while selecting the college for their higher studies. 3. A segment of students are from the Rural areas
3	Proximity to several national research institutes/centres research universities and non-governmental organisation	Students take up 1. Visits 2. Training Programme 3. Internships at research centres and university
4	The college being close to many schools in the area with sufficient resources to provide optimal exposure to students.	Students have easy access for 1. Observation of classroom teaching 2. Internship in the schools to practice skills learnt 3. Teaching Practice in the schools to deliver lesson
5	The only one college in area	1. Students of many families which opt for women for their higher studies find it accessible. 2. Families find the college as safe and secured for their wards.
6	Police Station in close Proximity	The Police Station is located in a range of 2km for any issue in a safety context.
7	24/7 CCTV Surveillance covering roads on all sides of the college	College helps the community keeping an eye on each activity happening in the locality assisting

8	Parking Facility in the premises	in maintenance of law & order. College offers its own parking space inside the college premises avoiding any tussle with locals and community for parking.
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The above listed are the efforts put forth by the Institute to leverage local environment, locational knowledge and resources, community practices and challenges.

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
Link for additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE: 1

1. Title of the Practice: Career counseling and Mentoring centre for students

1. Objectives:

The objectives are:

- To achieve the vision of the institution viz., to develop all round personality of the students on progressive lines.
- To provide a continuous learning process for students
- To make the students aware of the competition in various walks of life
- To create competitive environment for success in life

3. Principle and concept:

- To broaden knowledge, skills, and abilities
- To improve decision making skills
- To maximize career opportunities
- To promote job placement

4. The context:

Students' background i.e. catering to different socio-cultural and economic diversity necessitates mentoring being opted as one of the best practices by the institution. Name of life itself is the competition. The college is situated in rural area. The college shoulders the responsibility to let the students know the competitive world. The absence of institutionalized system of having proper system of mentoring, guidance and counseling in the region along with the obvious fact that most of the students are from remote areas and first generation learners makes it imperative on the part of the institution to provide mentoring.

5. The Practice:

The college has independent Career Counseling Centre for students preparing for competitive exams. The college has provided independent space; independent library, independent study rooms for girls and boys studying in canter. The results of this activity were found to be fruitful.

6. Evidence of Success:

Improvement in mentees discipline, interaction and communication skills, knowledge and many students of the institution placed in academic field.

Sr.No	Number of benefited students by career counseling activities	Number of students passed and placed.	Department where placed
1	100	30	In different schools and colleges

7 Problems encountered and resources required:

Several problems such as poverty, factors affecting the mobility of students such as lack of conveyance transport.

Best Practice: 2

1. Title of the Practice: Mission Green

2. Objectives:

? To inculcate environmental values and consciousness amongst learners, faculty and society.

? To ensure the protection of environment through organic manure

3. Context

Over usage of artificial fertilizers and mismanagement of natural resources. In order to control the devastating environmental changes; public awareness regarding environmental issues is served through the green initiatives and practices taken in the institute. The challenge lies in changing the attitude of the use-and-throw culture; by inculcating the tradition of recycling.

4. Practice

This process is mainly required to add nutrients to the soil. Compost is a natural fertilizer that allows an easy flow of nutrients to the growing plants. The earthworms are mainly used in this process as they eat the organic matter and produce castings through their digestive systems.

5. Evidence of success

After the 24th day, around 4000 to 5000 new worms are introduced and the entire raw material is turned into the vermin compost.

6. Problem:

1. Time-consuming and takes six months to convert the organic matter .
2. Releases a very foul odor.
3. high maintenance.

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:

Omsai College of Education aspires to be a leading Institution in the country offering quality teacher education to enlighten, emancipate and empower the student-teacher fraternity and to foster lifelong learning. It is believed that our future is a link to the present, so it is our duty to sensitize the young generation of the country about personal, social, local & global issues. We are ready with our students as support engine-reviving the momentum to bring holistic concepts to classrooms. The college is located in the main part Pachora road and well connected with Jalgaon region with the mission to provide quality education to the students of Jalgaon Region. Another evidence of the college's effectiveness is the increasing number of our alumni who are getting appointed as faculty members in different schools and colleges of neighbouring areas. It is our vision and priority to provide our students a healthy and quality environment that helps to develop their core skills which in turn develops their critical thinking skills. We at Omsai college of Education use to celebrate National Days along with the Environment day/Earth Day/ to make students aware of our surroundings. Vision of the college is to empower students with health issues and workshop was organised & spread awareness about sexually transmitted infections and use of condoms. As the world has faced severe challenges related to pandemic or due to COVID -19 so college organized stress related issues in a workshop that covered all psychological aspects of students. So it uses every tool and technique for effective classroom upliftment and appreciates the students' efforts on each level. The college inculcates value added courses like Computers, Career Guidance, workshop on self-defence are provided to felicitate economic security and financial independence of women. And cooperation of Parents, Principal and faculties are included in this. Remedial classes for slow learners are another step to pull up the students lagging in their studies. Relentless efforts of the college in the direction of realization of its vision have fructified in the upsurge of its academic achievements.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document

5. CONCLUSION

Additional Information :

Additional Information

1. Omsai College of Education is affiliated college of KBC North Maharashtra University Jalgaon, and as such follows a predetermined syllabus. However, the college innovates within these established academic structures, committed to providing holistic development for its all-student body.
2. Omsai College of Education is at prime location with bus stop in close vicinity of the college that enables students to commute from different parts of the town.
3. The college campus has facilities like photocopy, hostel, play field and canteen for students.
4. In spite of being located in the rural part of the city, Omsai College campus is extremely verdurous. It has a maze of tall trees and healthy atmosphere.
5. The college conducts several cultural, sports and community-based outreach programmes to provide students with holistic education and experience so that they become assets to their professions and to the society.
6. We take pride in making the college campus a green zone. We have numerous environment friendly practices like green policy, waste management policy and water conservation policy etc.
7. We limit the use of non-renewable resources and rely on alternative sources like solar panels, Rain water etc. Sanitary hygiene is given due importance.
8. At Omsai, education is dialogic, and it is the feedback system that gives it this transparency and accountability. Channels for communication with different stakeholders are kept warm by responding to diverse needs.
9. Different cells and committees have been formed for the effective functioning of the department.

Concluding Remarks :

Omsai college of Education, B.Ed. college in Shirsolli Jalgaon district, India promoted by Mr.Sunil Mahajan , is affiliated to the KBC North Maharashtra University, Jalgaon. It has been established with a firm commitment to foster a holistic approach to facilitate the process of Education. The Institute offers an outstanding learning environment for students by providing state of the art, infrastructure, facilities, effective course curriculum and use of innovative teaching methodology. Academic processes in Omsai education Institute are streamlined, with timetables and other administrative tasks prepped well in advance of teaching session. The teaching at Omsai Education Institute is supported by relevant ICT facilities. The college enjoys technologically enabled and inclusive infrastructure including a well-equipped library, which makes it possible for students to participate in modern teaching-learning process. Experiential learning through internships projects and field trips is specifically facilitated.

All these are designed, in view of its commitment to achieve excellence in the field of Education under the guidance of trained teachers. Our teachers regularly update their disciplinary knowledge through active involvement in faculty development programmes, curriculum reviews, evaluation, and participation in different decision-making bodies of the University. Omsai Education Institute has come a long way from its humble beginnings and moderate facilities to a campus equipped with impressive amenities. Right from admission, the college follows a well-administered and transparent procedure with ease of availability of information on our website. Newsletter of the college is issues bi-annually. Students would get opportunities to participate in numerous co-curricular activities on and off the campus, to realize their true worth and potential. College is proud of many of its alumnae who have made a mark for themselves in various spheres of academics. NPS focuses on development of its students not only by imparting quality education in teacher training but also in instilling a sense of self-worth and discipline. The college strives to fulfil its vision and mission by imparting transformative education for the empowerment of women students and promotion of a more just and humane society.