SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MEHMUDA SHISHAN AND MAHILA GRAMIN VIKAS BAHUDDESHIYA SANSTHA'S CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION

SURVEY NO 78, BEHIND GODHANI RAILWAY STATION, GODHANI(RLY), NAGPUR
441111
www.ciwcengp.org.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

About the Institution

Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's Central India Women's College of Education is Muslim Minority, unaided college affiliated to S.N.D.T. Women's University and recognized by National Council of Teacher Education and Govt. of Maharashtra managed by Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha, Nagpur.

Central India Women's College is B.Ed. College exclusively for Women with intake 100 girl students running in full bloom from the year 2005. The college is providing training to school teachers to enhance their personality traits their teaching skills, academic achievements, professional efficiency other than academic excellence. Our aim is to produce inspiring teachers through need-based specifically structured programs for overall development. The college offer high quality education, strong cultural and sports training to Cater the needs of present day globalization.

About the Society

Mehmuda Shikshan and Mahila Gramin Vikas Bahuddeshiya Sanstha, Nagpur is registered from charitable commissioner Nagpur Regd, No. Mah/247/2000 & F-16547 dated 06-03-2000.

Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha (MSMGVBS) came into existence in the year 2000. A group of seven young Women's joins their hands together & initiated voluntary action in Nagpur and step forward with a view to spread its activities throughout Maharashtra State.

MSMGVBS committed to the socio-economic & political development of the rural poor a special focus on SCs/ STs/ Minorities Women of Maharashtra.

Vision

our Institute would be an excellent teacher education institute for women teachers providing conductive environment of innovations and research and striving hard to develop empowered, creative and constructivist women teachers for meeting the Global challenges of future education.

Mission

- To provide women teachers quality teacher education through to well planned constructivist curriculum transaction
- To equip women teachers with life skills and essential professional skills
- To enable women teachers to perform their role as a facilitator of learning
- To enhance among women teachers with the sense of social responsibility and the commitment towards values

- To include among women teachers with positive attitude regarding current concerns and trends in education and enable them to adapt trends in their performance

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. A pioneer institution for women's education in the Nagpur which is Second Capital of Maharashtra State. CIWCE makes an important societal contribution in addressing gender disparity in the field of education and academia through education, training, empowerment of women teachers.
2. Faculty members are provided opportunities to attend various faculty development programmes throughout the year
3. Participation of students in various sports and cultural activities
4. Wi-Fi campus
5. 24/7 CCTV surveillance inside and outside the college
6. Easily accessible location of institution
7. State of Art Infrastructure
8. Students of weaker sections are admitted as per reservation policy and get benefit of Scholarship schemes in large number.
9. Good relationship with community, practice schools and other stakeholders
10. Highly committed and supportive alumni network
11. Time-bound examination system and declaration of results
12. Campus placement for students in best schools of Nagpur.

Institutional Weakness

1. Central India Women's College of Education 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.
2. The College, being a constituent College under SNDT University, Mumbai is limited by the programme structure and curriculum prescribed by the University and therefore does not have much flexibility in this regard.
3. Limited resources in the use of digital technology to enhance teaching-learning in campus.
4. Limited facilities for differently abled students.
5. Generation of funds is often a serious limitation in expansion and up gradation of campus facilities.
6. Problems to find sufficient alternative sources of revenue.
7. Non-Participation of students in activities at national and international level
8. No copyrights and patents.
9. Less number of faculty research publications.
10. No minor and major research projects.
11. No funding from non-government bodies, individuals, philanthropists.

Institutional Opportunity

1. College seeks to further increase its national linkages. While Central India Women's College of

Education has a strong base of employer relationships, strategic engagement practices implemented at CIWCE would expand its reach to the employer community.

2. Focus should be on improving Research activities.
3. Focus should be on improving Research activities.
4. To strengthen the quality of community outreach activities.
5. To organize more faculty development programmes for professional growth of teachers.
6. Can help the growth of backward sector students in an excellent manner.
7. Availability of resources for differently able learners.
8. Getting NAAC accreditation with good grade.
9. Fetching research grants from government and non-government agencies.
10. Registering alumni association and seeking financial support from alumni for the development of the college.

Institutional Challenge

1. Motivating faculty for research by getting research grants from various funding agencies.
2. Linkages with Government organisations and various institutions at National and International levels.
3. Curriculum Planning and Curriculum Development is not in control.
4. Funding facility is not available.
5. CIWCE is faced with increasing competition from many colleges in and around Nagpur.
6. The initiation of any new academic programme requires a long and complicated procedure for getting permissions from multiple authorities which often delays the process.
7. The commercialization of education and change in the societal values present a challenge to the service motto of the College.
8. Funded research projects with collaboration of government and private organizations.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular aspect of Central India Women's College of Education is governed by SNDT University, Mumbai. 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 Value-Added Courses and Self Study Courses for the students. 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.

The college strives for the empowerment of women through quality education.

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. Academic support is provided to students according to their learning level assessed. Bilingual approach is used in teaching learning process to cater the needs of different students.'Bridge Courses' helps to fillup the gap between the new subject and old knowledge to meet the course learning outcome. The college 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.

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 Nagpur and nearby schools. 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 CLO's 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

The college has adequate infrastructure facilities and resources as per NCTE Norms. The college consists of Multipurpose 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 multipurpose hall and MultiPurpose 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.Uninterrupted electricity supply is ensured in the campus with the help of Gen set and many inverters and UPS systems.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

Central India Women's College of Education 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, first aid, transport facility, safe drinking water 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.

Placement cell established in the college assists students in on and off campus placement. Various types 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.

Co-curricular activities are given the pride of place and are a vital part of the life of the students in CIWCE. 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.

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 Strategic 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.

Management committee is the apex governing body of the College headed by the Chairman of the society is responsible for policy making and budget approval. Recruitment procedure and policies are followed as per SNDT Women's University, Mumbai, Government of Maharashtra, and Regulatory Authorities. Grievance Redressal Committee is formed at the College level to address the grievances/complaints received from students and staff members. ERP software is used by college to save papers and have data on common platform. The various college level committees formed for the smooth functioning is evident through minutes of meetings and implementation of their resolutions / decisions. Welfare measures for teaching and non-teaching staff is in place. Professional development /administrative training programmes organized by the collegefor teaching and non-teaching staff. Teachers are encouraged to undergo online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Courses. College has a performance appraisal system for teaching and non-teaching staff. College conducts internal or/and external financial audit regularly. Strategies for mobilization of funds and the optimal utilization of resources are in place. Internal Quality Assurance Cell (IQAC) is functional and many quality assurance initiatives are conducted under IQAC. NAAC Accreditation work is also carried out under supervision of IQAC.

Institutional Values and Best Practices

CIWCE 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. The institute promotes and aligns goals to national mission of Swach Bharat which bring about change in behavioural 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.

Research and Outreach Activities

College do not have research projects or grants funded by government and/ or non-government agencies during the last five years. College is trying to built the research culture by providing In-house support teachers for research purpose. Faculty members have papers published in UGC approved Journals and books and / or chapters in edited books published and papers in National / International conference-proceedings. College organise/ conducts outreach, extension and national priority programmes/ activities every year and all students actively participate in these programmes/ activities.

The college is upholding ambiance via establishing the MoUs, linkages and collaborations with Universities, 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	Mehmuda Shishan and Mahila Gramin Vikas Bahuddeshiya Sanstha's Central India Women's College of Education
Address	Survey No 78, Behind Godhani Railway Station, Godhani(Rly), Nagpur
City	NAGPUR
State	Maharashtra
Pin	441111
Website	www.ciwcengp.org.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Seema D. Chikhale	0712-229506	8805213121	-	principalsndtbednagpur@gmail.com
IQAC / CIQA coordinator	Shabana Anjum	0712-	9921859104	-	iqacciwcenagpur@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes minority letter.pdf
If Yes, Specify minority status	
Religious	Muslim
Linguistic	
Any Other	

Establishment Details

State	University name	Document
Maharashtra	Smt. Nathibai Damodar Thackersey Women's 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	31-05-2015	60	Valid till the issue of Further order

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	Survey No 78, Behind Godhani Railway Station, Godhani(Rly), Nagpur	Rural	0.63	2974.276

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,Bachelor Of Education,	24	Graduation or Post gRADUATION	English,Hindi,Marathi	100	98

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				7			
Recruited	0	0	0	0	0	0	0	0	3	4	0	7
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				9			
Recruited	0	0	0	0	0	0	0	0	4	3	0	7
Yet to Recruit	0				0				2			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	2	3	0	5
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	2	0	4
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

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	4	0	4
UG	0	0	0	0	0	0	0	0	0	0

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Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	1	0	3
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	1	1	0	2

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	83	15	0	0	98
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	3	2	1	2
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	12	5	5	2
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	83	43	44	46
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		98	50	50	50

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinary/ interdisciplinary subjects were present in the syllabus of affiliating university. The college has conducted Value Added Programs to make students aware of the latest happenings in the education field.
2. Academic bank of credits (ABC):	Recently S.N.D.T. Women's University has taken out notification for implementation of NEP syllabus and creating login IDs of Academic bank of credits (ABC).
3. Skill development:	The college focuses on the skill development of the students, and for the same many capability enhancement programs are conducted.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	During the pandemic, all the events were conducted online along with a regular teaching-learning process. For the integration of Indian Knowledge System various days are celebrated and cultural events are conducted.
5. Focus on Outcome based education (OBE):	The college has defined various outcomes and formulated a mechanism for calculating the attainment of various outcomes.
6. Distance education/online education:	During the pandemic teaching-learning process is carried out in online mode only but college is yet to take steps regarding distance/ online education.

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	91	78

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

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100

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

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	5	4	15	13

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..

2021-22	2020-21	2019-20	2018-19	2017-18
49	49	49	41	37

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..

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	50	41	37

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..

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	50	50	41

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..

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	8	8	7

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..

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	8	8	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)..

2021-22	2020-21	2019-20	2018-19	2017-18
5.89	3.14	3.32	6.20	3.04

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

3.2

Number of Computers in the institution for academic purposes..

Response: 36

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:

College is affiliated to the S.N.D.T. Women's University, Mumbai and follows the prescribed syllabus. The institute has a consistent in-house practice of planning the curriculum and warrants a proactive, strategic curriculum transaction based on needs assessment, emerging global trends in education, situational analysis and adapting to the local context. The mission and vision statements of the institution are the driving force in framing a curriculum that is value enriched, innovative, empowering, and updated, leading to excellence in education.

Following is the process of curriculum development followed by the institution:

Staff Meeting for Curriculum Development: The syllabus prescribed by the University deliberated upon and existing and new developments in the prescribed curriculum are discussed. The faculty ensures to align the course activities, teaching-learning approaches, evaluation, and learning experiences based on the framed PLOs and CLOs. Planning is done for contextualizing the curriculum, methods of teaching, implementation and assessment; according to the need assessment and feedback obtained from the stakeholders.

Need Assessment: The institute has a 360 degrees online feedback mechanism which allows interaction with stakeholders of the institution viz. employers, teachers, students, alumni, parents, experts and practice teaching schools. The feedback obtained, highlights the capabilities of students, performance gaps if any, quality of instruction, requirements of students, need for revising the existing activities or plan new events/practices.

Formalizing decisions in Statutory and Academic Bodies- CDC and IQAC: The CDC and IQAC committees of the college review the draft Academic Calendar and play a key role in proposing novel endeavors to enhance the curriculum. They also provide suggestions and recommendations with respect to the curriculum transactions taking into consideration the feedback from different stakeholders. These ideas are tailored as per the requirement and adopted by adding new teaching methodologies, courses, workshops, activities etc.

Finalizing the Curriculum: The final Academic Calendar is then drafted which provides a roadmap for the curricular and co-curricular institutional activities. Clarifications about the changes made in the curriculum are reviewed, analysed and scrutinized

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: C. Any 3 of the above

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

1.1.3

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

1.   **Website of the Institution**

2.   **Prospectus**

3.   **Student induction programme**

4.   **Orientation programme for teachers**

Response: A. All of the above

File Description	Document
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: 54.74

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	11	10	10	11

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	19	19	19	19

File Description	Document
Data as per Data Template	[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: 1.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
03	0	02	02	02

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

1.2.3

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

Response: 79.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
99	0	100	91	82

1.2.4

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

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

Response: A. All of the above

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

1.2.5

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

Response: 31.56

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	0	49	50	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

A fundamental or coherent understanding of the field of teacher education:

Core/ Interdisciplinary papers and Pedagogical Courses: Every subject in the B.Ed. curriculum provides for development of knowledge, skills, values and attitudes required to be progressive and vibrant teachers. The institution ensures appropriate transaction and contextualization of the subject content through various teaching-learning activities, talks, workshops etc. Focus is laid on articulate acquisition of knowledge to ensure optimum development as teachers.

Engagement with the field: The Internship programmes at schools offers enormous opportunities to gain a deeper understanding of functional aspects of the field of education. Practice teaching enables students to put theory into practice, get practical knowledge of functioning of schools, its various departments and derive rational understanding from actual real life school experiences, thus training students to be effective and professional teachers.

Enriching professional competencies: Expert talks, sessions and mentoring conducted by the alumni, content and approaches taught in the Pedagogic Courses etc. ensure development of various professional competencies to deal with the diversity in classroom and function as efficient teachers.

2. Procedural Knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization:

Participation in workshops, talks and seminars: Sessions and Workshops on Individualized Education Plan (IEP), webinar on NEP 2020, talk on 'Innovative Strategies of Pedagogy etc. ensure that students acquire knowledge and skills for diversity and different levels of school education.

Capacity building & training: Students are trained for appearing for MH TET by organizing workshops and talks to give them hands-on practice.

Training in use of ICT tools and information retrieval: College take efforts to enhance

students expertise in the use of various applications and ICT tools; to support teaching-learning activities and online information retrieval.

3. Capability to extrapolate from what one has learnt and apply acquired competencies:

Community engagements: Deriving from the knowledge gained through various capacity building programmes organized, the students participated in community work wherein they taught the students of GOs, NGOs and schools.

Designing Innovative Lesson Plans: Students are encouraged to incorporate the knowledge acquired by attending various workshops and sessions to prepare innovative lesson plans and design Nai Talim lesson plans incorporating innovative ideas and teaching methodologies.

Innovations in Assessment: Stemming from the knowledge acquired from courses and sessions conducted, students are expected to develop lesson plans, blueprints for assessment and conduct assessment using innovative strategies, online apps, games etc.

Real-life experiences: Students are provided with opportunities to apply the knowledge gained to real life situations by participating and conducting various activities at college and practice teaching schools.

4. Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc:

Emotional Intelligence is developed in students by conducting Value added courses and by guidance and counselling lecture series etc.

A sense of patriotism, international brotherhood and development of social skills of cooperation, collaboration, tolerance is ensured by celebrating days of national importance, international importance, celebration of festivals etc.

Students are encouraged to develop their communication skills, collaboration skills by participating in events, activities and competitions. They are encourages to plan, organize and host events, seminar presentation, seminars, workshops etc.

Value system in students is inculcated by encouraging students to conduct value based assemblies, giving value based lessons, participating in community outreach etc.

Critical thinking, creativity and negotiation skills are nurtured during the internship, community work, group work etc.

Engaging in activities like Swatch Bharat Abhiyan, 'Green Initiatives' undertaken by the college; ensures spirit of service to community, foster sensitivity toward environmental issues, ensures group building, organizational and inter-personal skills.

1.3.2

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

Response:

Development of school system: In every year of the B.Ed. programme, units on school system are addressed

Functioning of various Boards of School Education: Awareness and guidance sessions were organized through experts on 3 Boards of Education namely, I.C.S.E., S.S.C., C.B.S.E

Functional differences: The seminar/ workshop/ guest lectures by experts invited to enlighten students about functional differences between the boards and ensure hands-on training for practical skills needed to transact curriculum in various boards.

Assessment systems: As a part of the B.Ed. curriculum, students are groomed and given hands-on experience in preparing a detailed Blue Print Project consisting of year plan, unit plan, blue print, unit test, marking scheme and scoring key; which is administered in schools during internship and results are analysed.

Norms and standards: Each school has its unique set of value system and functions according to its specific norms and standards. Alumni of the college are invited regularly to specifically orient students about the schools they work at, boards they are affiliated to and the norms and standards their schools follow

State-wise variations, International and comparative perspective: College ensures initiatives to familiarize students with state-wise variations and to develop international and comparative perspectives. Expert talks, Sessions at International and National seminars organized by the college highlighted the state-wise variations in different boards; international and comparative perspectives in relation to the curriculum and functioning of different schools and their boards.

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:

Holistic development of students is ensured by Contextualizing the Curriculum to ensure varied experiences that provide opportunities to implement what they have learnt. The institute ensures enrichment through a wide range of experiences, ranging from development of students' emotional competencies, cognitive abilities to practical applications. Internship related activities are given utmost importance to ensure implementation of the knowledge gained through contextualized experiences.

Several capacity building workshops, courses, competitions, and talks are organized to ensure an all-

round development of students. Content Enrichment Activity, Guidance and Counselling Lecture Series, courses like English Grammar etc. enrich students' abilities and ensure resourcefulness.

To sharpen the communication, teamwork, collaboration, co-operation, networking and organizational skills of student-teachers; numerous opportunities are provided to organize, host, compare and execute various celebrations, competitions, programmes, events and activities at college as well as at internship schools.

Students are empowered with the knowledge of various boards by organizing the Awareness and guidance sessions were organized through experts on o 5 Boards of Education namely, I.C.S.E., S.S.C., C.B.S.E.

The institute ensures spirit of innovation and research mindedness by organizing sessions like Research Paper Reading, Library Session, Self Study Session etc.

A sense of responsibility toward the community is cultivated by creating linkages to facilitate student and teachers' participation in Community work at various GOs, NGOs and schools.

To keep abreast with developments in technology and teaching learning tools in education, students are groomed in using various technological tools and apps.

The institution ensures cultivation of the spirit of environmental stewardship by nurturing various green initiatives.

To empower students with the skills and sensitivity toward using differentiated instruction in classroom, sessions like Sensitization and Awareness Programme on Inclusion, talk on Learning Disabilities and Developmental Issues in Children, Workshop on Individualized Education Plan (IEP) are organized.

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: B. Any 4 of the above

1.4.2

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 48.2

File Description	Document
Data as per Data Template	[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..**

2021-22	2020-21	2019-20	2018-19	2017-18
7	5	4	15	13

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

2.1.3

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

2.2 Honoring Student Diversity

2.2.1

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

Response:

At entry level different learning needs of students and their level of readiness to undergo professional education programme are identified using the following:

Basic Requirements Readiness Check: Methodically carried out admission process reveals students' level of readiness to undergo teacher training. Document scrutinization of the assigned students ensures whether the candidate has fulfilled the basic requirements needed for the course.

Team Readiness Check: Each set of students brings diversity and thus makes the classroom an inclusive one. To understand this diversity, each year at the entry point students are given the opportunity to showcase their talents, skills and capabilities through the activities in induction program.

Individual Readiness Check: Communication skills and subject knowledge are the two basic prerequisites of a teacher training course. To examine a student's level of readiness in these areas, the college assigns mentor to the students.

Based on the assessment observations made at the entry level, following measures are taken to address students' learning needs:

Induction cum Orientation Programme: College conducts induction cum orientation programme for newly enrolled students to make them aware about college in all aspect.

Mentoring: The student are allotted with mentors for addressing academic and stress related issues.

Remedial Activities: The concerned subject teacher conducts remedial activity as per the requirement of the students.

Value Added and Self Study Courses: Our College has developed various value-added and self-study courses for different learning needs of students and their level of readiness to undergo professional program.

2.2.2

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

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

7. **Multilingual interactions and inputs**

Response: D. Any 2 of the above

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

2.2.3

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

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 10

2.2.4.1 **Number of mentors in the Institution**

Response: 10

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

2.3 Teaching- Learning Process

2.3.1

Multiple mode approach to teaching-learning is adopted by teachers which includes experiential

learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

Central India Women's 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, online mode through involving different activities 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 like Raman Science Centre. Eco Park 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 instill 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,

Participative Learning

To ensure student centered learning, the institution organizes different guest lectures and workshops 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, writing scripts for Nukkad Natak 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, Google Meet, 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. Opportunities for conducting online surveys are provided to students. Various online assessment tools like google forms etc are also taught to the students which can be used by them further.

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: 89.74

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	7	7	7	7

File Description	Document
Data as per Data Template	[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: 98

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: 98

File Description	Document
Data as per Data Template	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: C. Any 2 of the above

File Description	Document
Data as per Data Template	View Document

2.3.5

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

Response:

Central India Women's 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

As team work leads to attainment of growth and success. Thus, 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 Central India Women's 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
- Engage students in Collaborative task

CONDUCT OF SELF WITH COLLEAGUES AND AUTHORITIES

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' does not suffer with any of such stress. Mentors at Central India Women's College of Education work 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 of CIWCE motivates students to:

- Read Educational journals, magazines 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 CIWCE maintain a cordial relationship with the Mentees and are always inclined to

help in developing the professional capabilities of their students.

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
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:

The teaching learning process at Satyam College of Education focuses on nurturing creativity, innovativeness, intellectual and thinking skills, and empathy and life skills among students. 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:

The pedagogy courses offered in B.Ed. involve the development of creative and innovative lesson plans. 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, Advance organizer, Brainstorming, role plays, dramatization, etc.

INNOVATIVENESS

Innovation in Education encourages teachers and students to explore research and use the resources to uncover something new. Thus for encouraging innovative thinking in students of our college efforts are made by teachers and students in different ways.

Case 1

Students at Central India Women's College of education to boost their innovativeness get opportunities to celebrate important days like, Women Day, International Tobacco Day, ,International Earth Day, International Yoga 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. Here the teacher gives detailed orientation about the purpose, meaning and procedure of research. 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, Disinterest 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

In this era flexible thinking and intellectual skills help to process, analyze and combine all sources of information to select the most suitable solution and ability to modify the same if necessary. Educators at Central India Women's College of Education make efforts in this direction of developing these skills through different tasks.

Case 1

Through the practical course of Drama & Art in Education students at Central India Women's College of Education get the opportunity to think intellectually and create scripts for dramatization, and prepare scripts for street play/skits. Here the teacher educators give orientation to the students regarding script writing and then the students select any theme like social/educational problems. 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

To enhance the intellectual skills of student's teachers at CIWCE focus on making the students learn the concept of designing Concept Maps. 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

EMPATHY

Empathy involves experiencing another person's point of view, rather than just one's own. Empathy helps us cooperate with others, build friendships, make moral decisions, and intervene when we see others in trouble.

Case 1

The Practical course of "Understanding the Self" in the B.Ed. courses at CIWCE provide teachers an opportunity to develop sensibilities, disposition, and skills that will later help them in the personal growth of their own students while they teach. The activities involved like understanding themselves in relation to their students and classroom situations, studying the issues of adolescence, studying case studies of different children who are raised in different circumstances. All these activities are done by the student teachers under the guidance of teacher educators to develop the sense of empathy.

Case 2

The curricular activities at CIWCE provide an opportunity to visit any government/non government organization working for women empowerment /issues related to women, students are required to make a report after observing the culture of the organization that develops a sense of Empathy.

LIFE SKILLS

Life skills is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life.

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
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: D. Any 2 or 3 of the above

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

2.4.3

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

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

Response: C. Any 2 of the above

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

2.4.4

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

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

Response: B. Any 3 or 4 of the above

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

2.4.5

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

1. Preparation of lesson plans

2. Developing assessment tools for both online and offline learning

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

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

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

Response: A. All of the above

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

2.4.6

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

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

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: C. Any 2 of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

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 (Hindi/ English) are considered too before assigning practice teaching school.
- Well renowned schools of Godhani (Rly), Nagpur City

1. **Orientation to school principal/teacher's:**

- CIWCE Principal and teachers make one-to-one conversations (oral and/or Letter) 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 are shared with the school principal through Letter.

1. **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 behavior 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.

1. **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.
- Internees record their scheduled activities in the "Engagement with field" (EWF) file and it is properly checked by the college faculty with suitable remarks.

1. **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.
- CIWCE tries to provide both government and private schools to students.

2.4.9

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

Response: 9.8

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

Response: 5

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

2.4.10

Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**

9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Response: C. Any 4 or 5 of the above

File Description	Document
Data as per Data Template	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

INSTITUTION ADOPTS EFFECTIVE MONITORING MECHANISMS DURING INTERNSHIP PROGRAMMES

Central India Women's College of Education conducts a rigorous Internship Programme for Teacher-Trainees as prescribed in the syllabus given by the affiliating body, SNDT Women's University, Mumbai. We at CIWCE follow 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 incharge, GPS location of the school, nearby metro-station/ bus stands etc. 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.

ROLE 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

ROLE OF SCHOOL TEACHERS

The role 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.

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of

different persons such as

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

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

Response: C. Any 2 or 3 of the above

2.4.13

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

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

Response: B. Any 4 of the above

2.5 Teacher Profile and Quality

2.5.1

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

Response: 100

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

2.5.2

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

Response: 38.46

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

Response: 3

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

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2.5.3

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

Response: 6.75

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

Response: 54

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 CIWCE 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 Central India Women's 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 CIWCE 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, Draft of NPE 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 CIWCE 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.

2.6 Evaluation Process

2.6.1

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

Response:

Central India Women's 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. CIWCE 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.

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

5. Cumulative records of students' participation in various activities is maintained.

6. 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. CIWCE 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.

1. 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.

1. .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, powerpoint 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 in –

EPC-1,EPC-2,EPC-3,EPC-4,EPC-5,EPC-6,EPC-7

EWF-1,EWF-2

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.

Students are given the opportunity to improve upon their performance through tests and one to one discussion during the classes.

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: B. Any 3 of the above

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Central India Women's 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 are 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 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 not declared
- Name not found in result list
- Absent marked in specific papers

- Absent marked in all papers

2.6.4

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

Response:

Once the academic calendar is made, it is discussed with all staff members and necessary modifications are made by considering the suggestions of the faculty with respect to the same. Once it is approved by all members of the staff, before administering it, it is presented to the CDC, IQAC and management committees for their review. Necessary changes are made keeping in mind the suggestions of these committees, if any. Once it is reviewed and approved by the management committee, the finalized version of the academic calendar is uploaded on the college website for students' reference.

The academic calendar prepared is comprehensive in nature. It includes curricular, co-curricular, and extra-curricular activities that will be held during the academic year. To name a few important ones are internship period, examination dates, dates for the class test and essay test, mid-term break, vacation, public holidays, various competitions, celebrations of various national and international days and festivals, tentative time framework for different courses, etc. The administrative body along with the faculty members ensures that the prepared academic calendar is well adhered to. The timetable committee with the help of other committees, cells and clubs guarantees effective administration of the planned academic calendar for the benefit of students At the end of year, mapping document of planned and conducted activities with respect to dates is prepared and necessary corrective actions are planned for next academic year to minimize the variations.

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 Central India Women's College of Education. CIWCE 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 the SNDT University in describing the knowledge, skills and competencies that students are expected to acquire during B.Ed Program. Central India Women's 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. Acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools

2. Apply knowledge of various aspects of development of learner for planning learning experiences

3.Develop skills regarding various role of teacher in facilitating learning

4. Develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education

 5. Apply constructivist and cooperative learning principles for teaching-learning process

6.Analyze contexts and the relationship between school curriculum, policy and learning

7.Apply knowledge of the cultures, policies and practices that need to create an inclusive school

8. Use information and communication technology for enhancing learning-teaching process

 9.Use drama and art for development of personality of learners

10. Relate knowledge about gender, school and society with learning

11.Acquire basic understanding about new trends in education

12.Develop professional attitude towards teaching

Pedagogical Skills:

- apply constructivist and cooperative learning principles for teaching-learning process
- analyze contexts and the relationship between school curriculum, policy and learning
- apply knowledge of the cultures, policies and practices that need to create an inclusive school
- use information and communication technology for enhancing learning-teaching process
- use drama and art for development of personality of learners
- relate knowledge about gender, school and society with learning

- acquire basic understanding about new trends in education
- develop professional attitude towards teaching

CIWCE framework for the Program Learning Outcome (PLOs) and Course Learning Outcome(CLOs)

- 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 Learning Outcomes are discussed with the students at the time of orientation.

2.7.2

Average pass percentage of students during the last five years

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	49	49	41	37

File Description	Document
Data as per Data Template	[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 a 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 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 analyze their learning outcomes.

b) The results of each academic year are analyzed thoroughly by the Principal with the teaching staff, 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 extracurricular 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.

f) Winners of cultural and Sports events are awarded prizes.

Information about student learning is assessed through both direct and indirect measures. 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 enrollment 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.

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 49

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

2.7.5

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

Response:

The identified initial needs of the students through the earlier mentioned activities are then discussed for the intervention. Learning outcomes of the activities organized as a part of this programme becomes the evidential bases of students' progress by helping them overcome their challenges

A few initial needs are discussed as follows:

Through the readiness activities it was observed that a few students were not proficient in linguistic skills. This need was identified and a Grammar Course was organized for them which helped them improve their linguistic skills. This improvement was noticed during internship programs and students' active involvement in the course activities.

Through mentoring, it was identified that the students had the stage fright and a fear of facing students. Thus, to boost their confidence the institution had organized a Teaching Skills Programme and a Personality Development Programme. These programmes made them confident which was seen through their performance during the internship programmes.

Performance tests conducted as per students' methods brought out few cases with poor content knowledge. To address this issue, a content enrichment programme was planned for students. The re-test taken showed the remarkable improvement in the area of students' content knowledge and

understanding.

Students' preference and the performance in the prescribed activities conducted by college substantiated the fact that students' initial needs were catered by college as at the exit point questionnaire students endorsed these facts.

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.62

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..**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

3.1.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

3.1.3

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

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

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

Response: C. Any 2 of the above

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

3.1.4

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

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

Response: C. Any 2 of the above

3.2 Research Publications

3.2.1

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

Response: 0.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	0	0	0

File Description	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: 1.15

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**

2021-22	2020-21	2019-20	2018-19	2017-18
06	0	01	02	0

File Description	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: 12.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
22	10	04	12	13

File Description	Document
Data as per Data Template	View Document

3.3.2

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

Response: 99.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
99	99	99	91	78

3.3.3

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

Response: 99.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
99	99	99	91	78

File Description	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:

College organizes various community outreach activities throughout the year to sensitize the trainee teachers towards their duties towards the society. These activities also serve the citizenship training goal of education and help in preparing responsible and empathetic citizens.

Green Initiatives: Tree Plantation, Swatch Bharat Abhiyan Conducted.

Donation Initiatives: Old Age Homes and Orphanages Visited and goods are donated.

Health Related Initiatives: Awareness sessions, rallies, health checkup and blood donation camps are organized.

Career Counselling Initiatives: In colleges career counselling sessions were conducted.

Water Conservation Initiatives: Activities conducted related to conservation of water and savage

of water.

Road Safety Initiatives: Rallies and Activities related to road safety are conducted.

Gender Initiatives: Gender equity and sensitization sessions were organised.

Yoga Initiatives: Yoga Day is celebrated every year.

Celebration of Days: Various international and nationals days celebrated

3.3.5

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

Response: 7

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	02	01	01	02

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	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: 21

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: 21

File Description	Document
Data as per Data Template	[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: C. Any 3 or 4 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

1. Classrooms All the classrooms in the College are furnished, capacious and well ventilated. All the classrooms are equipped with Desks, bench, Platform, Fans, Tube lights, black board. As per requirement LCD Projector, Laptop/ Computers, LAN/Wi-Fi connectivity is provided to ensure the conducive environment for teaching-learning.

2. Laboratories Laboratory facilities are as per the norms of regulatory authorities satisfying the requirements of furniture, carpet area, lighting, and ventilation. These well-equipped laboratories provide adequate experimental set-ups for carrying out experiments as per the University syllabus.

3. Computing Equipment The College has 36 computer systems with licensed/ free software installed. Enough supporting equipment like scanners and printers are also available. Internet facility of bandwidth 100 Mbps is also into existence.

4. Seminar Hall and Auditorium: College has well equipped seminar hall and Auditorium with adequate seating capacity, with facilities like LCD projectors, raised platforms and public-address system with internet facility to make it suitable for the big gatherings.

5. Library College library is enriched with books of various current as well as syllabi-based books, journals and e journals are subscribed as per need. Marathi, English and Hindi newspapers are made available for the stakeholders.

Other Facilities:

1. Washroom and Drinking Water Facility

Adequate Gents and Ladies washrooms are available on every floor along with water purification and cooler facility.

2. Sports and Games The College has a spacious and well equipped indoor-sports room, where students can play games. Sufficient area is allocated to outdoor sports and games with adequate facilities.

3. Cultural Seminar Hall is available with adequate facilities to conduct various cultural activities. When required open auditorium is created in playground for conduction of cultural event.

Add on Facilities: Photocopy Facility and First Aid Room are also available in the campus.

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: 100

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

Response: 5

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

Response: 5

File Description	Document
Data as per Data Template	View Document

4.1.3

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

Response: 15.78

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.36	0.016	0.54	2.41	0.08

File Description	Document
Data as per Data Template	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

Integrated Library Management System (ILMS):

College library is automated with Software. It is a user-friendly software developed to work under client – server environment.

The software is featured with the following 6 modules to facilitate all the essential functions of the library in a computerized environment.

1.Acquisition

2.Catalogue

3.Circulation

4.OPAC

5.Serials controls

6.Administration

Amount spent on purchase of books, journals: In last 5 years approximate 5% amount excluding salary is spent on purchase of books, journals and other allied library activities. Per day usage of library: Daily more than 30 students and 7 faculty members use the library.

4.2.2

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

Response:

Remote access to library resources is provided by creating E-Library tab on college website.

Subscription to following e-resources is available:

1.e-journals: Online Subscription.

2.e-ShodhSindhu: College Level Membership

3.Shodhganga Membership: Faculty Level Membership

4.e-books: Free e-books Available

5.Databases: Available in Hard and Soft Copy

6.Remote access to e-resource: e-library tab created on institutional website.

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: A. Any 4 or more of the above

File Description	Document
Data as per Data template	View Document

4.2.4

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

Response: 0.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.0484	0.048	0	0.0285	0.0602

File Description	Document
Data as per Data Template	View Document

4.2.5

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

Response: 5.19

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: 150

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: 80

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: 108

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: 112

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: 110

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:

College provides computing facility with 36 Computers with required configuration. These are distributed among the various departments for academic and administrative work.

The College has high speed internet of 300 Mbps to cater the need of academics as well as allied

processes.

Key Features:

• Computer Laboratory, to facilitate internet access for all the students, staff, and faculty members. This facility enables users to access meaningful information available online.

• E- Governance system by use of ERPs is implemented in Administration office, Exam Section for providing efficient service to the students, staff, and faculty members.

• LCD Projectors, Smart Boards, Printers, Scanners, CCTV, Wi-Fi, LAN, and Internet facility etc. are also available for effective teaching learning process.

• Digital section in Central Library with high-speed internet connection helps the students and faculty to browse videos, e-journals, e-magazines, e-newspapers etc

. • Google Classroom and Google Forms for effective Teaching-Learning and data collection is implemented recently.

4.3.2

Student – Computer ratio for last completed academic year

Response: 2.78

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

4.3.3

Internet bandwidth available in the institution

Response: 200

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

Response: 200

4.3.4

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

1. Studio / Live studio
2. Content distribution system
3. Lecture Capturing System (LCS)
4. Teleprompter

5.Editing and graphic unit

Response: D. Any 1 of the above

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

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 49.47

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.33	1.25	2.02	4.11	0.97

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

4.4.2

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

Response:

The institute has developed a standard methodology for utilization & maintenance of all physical, academic & support facilities available in the campus.

Laboratories: The labs in the institute are administered by Laboratory In-charge (a faculty). In case of any maintenance/repairs, the Laboratory In-charge initiates the appropriate corrective action in consultation with the principal of the institute

Utilization of support facilities: The infrastructural and resources utilization of the institute is administered by the principal. Faculty members are allowed to put up to the principal of the institute requirement if any with regards to extension, renovation, alteration, relocation etc. of the available resources and facilities.

Sport / Ground Maintenance: A Coordinator is assigned the responsibility of maintaining sports accessories and supporting accessories of indoor and outdoor games. Maintenance of ground, sport kits and all consumable items are brought from outside vendor as per the requirement.

House Keeping of classrooms, laboratories and the entire institute campus: Institute has in-house house-keeping team which looks after all the cleanliness of the classrooms, laboratories and the entire campus.

IT Facilities: Institute appoints computer technician from outside as and when required to maintain the IT facilities in the Institute which includes maintenance of computers, LCD Projectors, Printer, Scanner and other peripherals.

Electrical Maintenance: All the electrical maintenance of the peripherals, equipment's, infrastructure, and power related resources available in the institute are carried out by electrician hired from outside as per need.

Green Initiatives: Institute has employed a dedicated support staff who take care of Trees and Plants at various locations in the institute.

12-02-2024 01:27:13

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: C. Any 2 or 3 of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: A. Any 8 or more 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: D. Any 2 of the above

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

5.1.4

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

1. Monetary help from external sources such as banks

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

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

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

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 20.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	6	12	8

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

5.2.2

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

Response: 6

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

Response: 03

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

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

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

5.2.3

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

Response: 1.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	1	0	0

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

5.3 Student Participation and Activities

5.3.1

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

Response:

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

B: Good conduct in the college as per college records

C: 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.

5.3.2

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

Response: 15.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	0	20	20	20

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

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni 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 our Institution 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 CIWCE'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 CIWCE, 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.

The objectives of CIWCE Alumni group are:

1. Maintaining the updates and current information of all alumni.

2. Sustained sense of belonging to the Alma Mater.

3. Provide financial help to Alma Mater.

4. Participate in teaching practices and internship.

5. Provide opportunities in placement and growing institute brand.

At CIWCE we follow a process to make students a part of the Alumni Group. We have created a

registration form for all final year students; they can be a member of this group by paying a minimum fee. We also encourage our final year students to continue with our WhatsApp groups and join alumni Facebook page 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.

We also encourage them to participate in large numbers 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 CIWCE alumni group in College Development Committee (CDC) and in Internal Quality Assurance Cell (IQAC) as a member, this member can express their views in the meetings and make suggestions in the functioning of the college. 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 reputed schools in Delhi and NCR.

CIWCE alumni group contributed significantly through various activities during the last five years:

- Motivating new students
- Organizing various activities
- They support in online teaching and learning
- They support in placements
- They support in internship programmes
- Some of our alumni are associated with NGOs to counsel and help underprivileged kids
- Alumni are active members of IQAC and CDC
- Time to time they deliver guest lectures
- Raising funds for various activities
- Planning for college development

Two significant contributions by Alumni:

1: Placement and Internship: -

The role of the CIWCE alumni group has been significant towards the development of the college. CIWCE 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, CIWCE 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.

With the help of different seminars and alumni meet, the group motivates the current students and also enlightens them with current trends going on in the industry and what are the skills that a fresh graduate should have before joining the corporate world.

5.4.2

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

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: D. Any 1 of the above

5.4.3

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

Response: 7

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	0	01	02	02

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

5.4.4

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

Response:

It is a matter of pride that Central India Women's 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 honored and the college provides all the present alumni in the alumni meet with souvenirs like mugs, photo frames, mementos, etc.

The college conducts meetings with its Alumni Group on a continuous basis. On an average 2-3 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.

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 vision and mission of the institute have been developed with the active participation of all faculties and guidance from experts of various fields. The institute aims at becoming renowned institute of students' choice with courses aligned with recent development and need of society. The institute follows ethical practices and encourages Indian culture and value system. The institute is also committed for rural youth development and woman empowerment. The top management including Trustees, Governing body, Local Managing Committee/ College Development Committee, Principal, and Faculties are involved in design and implementation of quality policy and plans.

The resolutions related to policies and plans, made during meetings of Governing body and local managing committee/ college development committee are communicated to the principal. These are discussed in regular meetings and action plans are prepared. The minutes of these meetings are briefed to faculty in regular meetings. Considering the vision and mission of the institute, action plan based on academic calendar, co-curricular, and extra-curricular activities are prepared by the coordinator in consultation with senior faculties, alumni, and the principal. The difficulty, if any, in execution is conveyed to higher authorities for the guidance and solutions. Various committees at institute level are formed in each academic year. The faculties constitute the members of these committees and are authorized to take appropriate decisions according to the role of committee in academics. With due involvement of the students, faculties, academic experts, and visiting experts; the institute has developed a well formulated meticulous feedback system. The data so generated would help the institutional authorities in fair assessment of the fulfillment of the institutional vision and mission.

Interaction with stakeholders viz. alumni, parents, employers, take place and their suggestions, feedback are taken for continuous improvement in teaching and learning process.

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 our college 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. CIWCE has been decentralized with the help of different cells 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, stage maintenance, regular FDP 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 Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha Management Committee 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 prepare plans for organizing curricular, co-curricular and extracurricular activities.

6.1.3

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

Response:

Financial Transparency

Central India Women's 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

CIWCE strictly adheres to the academic calendar that details the various activities in advance. Admission notifications are made through newspaper , broachers 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 organizes a campus placement week every year for final year students in its premises. This

placement drive is open for all students of final year students.

College provides advance and innovative approaches of teaching-learning process in various prestigious schools of Nagpur during two years internship proramme, 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.

CIWCE provides full information of its syllabus, events, upcoming events etc., on its website. We also have an active alumni association 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 helped 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.

 Different Committees/ cells 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.

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The functioning of the College operates at four different levels such as, , Principal, Faculty, Student and administrative staff. The College provides various forums for all of them to develop and deploy the same at department, College, and society level by assigning them various responsibilities. The Principal of the college as a leader understands the strength of the faculty and assesses involvement of faculty while executing specific tasks. Allocation of specific faculty to handle dedicated events in best possible way.

Student level:

- Support provided to organize curricular, co-curricular and extracurricular activities.
- Responsibilities like coordination of industrial visits and leadership in Extension Activities.

Faculty level:

- Opportunities to lead specific committee while conducting various activities at department and College level.
- Motivation to lead the students' community by organizing industrial visits, events, seminars/ workshops and guest lectures.
- Encouragement to apply for post-graduation and Doctorate degree by research.

Principal level:

- Freedom to execute academic activities.
- Execution of plans approved by Management Committee.
- Financial freedom and encouragement for improvement of quality outcomes.
- Appreciation for execution of best practices.
- Organizing events and programs for the benefit of faculty, staff and students.
- Decentralization of various responsibilities to develop leadership at department level.
- Planning and monitoring the functioning of department and student performance.
- Interaction with external agencies and professional bodies for empowerment of faculty and students and eventually the College.

Administrative Level :

- All the administrative works

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:

Central India Women's College Of Education is affiliated to S.N.D.T. Women's University, Mumbai. The administrative Bodies/Councils/Committees/Boards are governed in a very transparent manner as per the policy of 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 Management Committee and the college development committee. These bodies along with the IQAC play an important role in framing policies and executing them. The College Development Committee 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 the faculty members. They all discuss the major issues in the College and supports 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.
- Student welfare is ensured through Placement Cell, Discipline Cell, Grievance Cell 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 Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha and University. As per the university rule, 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. Selected candidates name are also sent for the university approval.

6.2.3

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

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

Response: A. Any 6 or more of the above

File Description	Document
Data as per Data Template	View Document

6.2.4

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

Response:

The various college level committees formed for the smooth functioning are listed as follows:

1. IQAC

2. Anti-Ragging Committee

3. Women Internal Complaint Committee/Women Empowerment Cell

4. Grievance Redressal and Sexual Harassment Committee

5. Training and Placement Cell

6. Library Committee

7. Students' Council

8. Local Managing Committee/ College Development Committee

9. Governing Body/ Board of Governance

The institute has constituted committees as per the norms and also additional committees for internal coordination and monitoring of the activities These committee coordinators have been assigned responsibility of scheduling meeting and maintaining minutes of the meetings. After conduction of meetings action taken, reports are also prepared to implement resolutions/ decisions of committees.

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Institute implements following welfare measure for faculty and non-teaching staff.

Faculty:

• Motivates and deputes faculty for pursuing higher education

. • Encouragement for the faculty for attending workshops, conferences, seminars, short term courses and faculty development program

. • Encourages the faculty to become members of professional bodies and to participate in the activities organized by them.

• Encourages the faculty to receive research grants for their projects and provides support. • Promotes and motivates the faculty to use the ICT tools in their teaching-learning process. • Encourages the faculty for publication of research papers in reputed Journals/conferences.

Staff:

• Institute organizes training programs as per the need for skill development of non-teaching staff.

• They are encouraged to participate in the organization of technical events.

The other welfare provisions made for both faculty and staff as described as below:

1. Leaves (Casual, Earned, Medical, Vacation) as per University norms

. 2. Maternity leaves for female faculty and staff

. 3. Medical Facility/ First Aid.

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: 51.28

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**

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	5	4	4

File Description	Document
Data as per Data Template	View Document

6.3.3

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

Response: 10

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**

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	2

File Description	Document
Data as per Data Template	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: 51.28

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**

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	5	4	4

File Description	Document
Data as per Data Template	View Document

6.3.5

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

Response:

The institute adopts self-assessment appraisal system to monitor the performance of faculty and staff. Academic Performance Indicator (API) form are filled by all faculty and staff members.

There are three different API forms for faculty and staff members.

Faculty:

The information in the faculty API form includes general information, Academic background, qualification up-gradation, STTP, FDP, Workshop, Conference, Orientation Program attended during year, Co-curricular and Extra-curricular activities, research and publications and other academic contributions. The API from provides self-assessment, assessment by Faculty first and then by principal.

Staff:

Self-assessment of supporting staff includes information related to administrative responsibilities/ work handled, office report, supervisor report, and Principal's report

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 and all the accounts are managed by the tally software. Any query or explanation asked by the CA are explained. There are no objections reflected as such in the report yet.

6.4.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

6.4.3

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

Response:

Central India Women's College of Education has certain strategies for mobilization of funds and the optimal utilization of resources. The budgetary resources are mobilized through various resources such as, tuition fees, and other fees, donations collected through well-wishers, alumni.

Since, Central India Women's 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 only from the Tuition Fee.

The College utilizes these funds for the following resources:

- **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.
- **Infrastructural Improvements**: College utilizes the above funds to bring required infrastructural changes in the premises from time to time like addition of Lift for students, additional furniture in the classes etc.
- **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.
- **Gardening Expenses**: College utilizes a considerable amount on Gardening which keeps the environment green and healthy. Gardening is the regular practice at CIWCE to contribute to local environment.
- **Security Purpose**: At CIWCE 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.
- **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.

- **Electricity**: Constant power supply is ensured in the college so that no hindrance occurs in the smooth functioning of the Teaching-learning process.
- **Internet Charges**: Central India Women's 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.

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:

Quality Assurance Strategies Implemented after formation of IQAC:

- Restructuring of Feedback Mechanism
- Establishment of Mechanism to cater students' diversity
- Implementation of OBE System
- Planning and Conduction of Outreach and Extension Activities.
- Collaboration and MoUs
- Upgradation of IT Facilities
- Formation of Various Committees and Cells

Creating/ enhancing facilities for use of renewable energy, water conservation, physically handicap friendliness, green initiatives and waste management strategies.

6.5.2

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

Response:

Measures taken to review the teaching learning process include:

- Preparation of academic calendar to ensure adequate time allotment for teaching learning
- Feedback collection, analysis and corrective actions initiation.
- Formative evaluation activities in form of quizzes, assignments is useful to ascertain the effectiveness of the teaching learning process.
- Faculty empowerment through attending of courses and workshops helps to bring in new ideas into the teaching learning process
- Implementation of OBE system.
- Views of external experts were got through the Academic Audit / Local Inquiry Committee of

university undertaken by college.

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: 15

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	15	15

File Description	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: B. Any 3 of the above

File Description	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 Satyam 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. The IQAC has designed gradual attributes like academic excellence, communication skills, personality development, leadership and global citizenship. 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. IQAC consistently works towards incremental strategies to make the functioning of the institute effective and smooth. These strategies effectively work in line with the changing needs of the industry and students.

This process is prominently evident through the following examples:

1.MOU'S WITH REPUTED ORGANISATIONS FOR HAND HOLDING IN QUALITY ASSURANCE

2. Constitution of Cells /Committies

for smooth Functioning of Institution IQAC worked upon constitution of various cells/Committies to decentralise the work among the members of staff.

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

4. Collaborative quality initiatives with other institution(s)

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 the capacity to do work. According to the law of conservation of energy, energy can neither be created nor destroyed. It can only be transformed from one form into another. This means that the loss in one form of energy leads to the rise in the other form of energy.

Energy conservation is the practice of reducing the consumption of energy by humans or Energy conservation means making the most of our energy resources by using our natural endowments wisely, getting the greatest return from our energy investments, and investing in clean energy. 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.

Energy conservation is an inevitable requirement for sustainable development for higher education institutes. The institute has developed framework and energy guidelines adhering to national policy for energy conservation on 20th October, 2020.

Saving Energy -The use of energy efficient equipment is promoted in the institute. The institute uses Installation of energy star products for electrical and HVAC upgrades 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.master switches are installed at every floor to shut down power in non working hours to reduce transfer loss of electricity.

Solar Lights are installed in college.

7.1.2

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

Response:

Waste Management is a joint responsibility of local government as well as of private organizations and individuals. Institute has designed an integrated Waste management system for optimizing and analyzing waste. It is based on the concept that all aspects of waste management should be analyzed together. The concept of waste as 'a material which has no use' has changed to 'resource at the wrong place'. The

institute is conscious of its activities generating waste and ensures that all the waste is used & disposed responsibly.

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 corporation waste collection vehicles.

7.1.3

Institution waste management practices include

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

Response: D. Any 1 of the above

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: B. Any 3 of the above

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 behavioral 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 likepersonal hygiene, safe water, waste water disposal, solid waste disposal, food hygiene and environmental sanitation. The Institute has framework in terms of Policies since Oct, 2020 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, livable 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. In order to reduce the pollution which are alarming in the region the institute observe a cycling day once in a month for all the students, faculty and staff members. 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 act 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's are put in the campus area to promote and aware students to avoid littering in open spaces. Use of Color coded dustbins to segregate solid waste at the source is deployed in the campus which safely collect, confine and dispose waste.

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: B. Any 4 of the above

7.1.7

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

Response: 10.93

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.80	0.20	0.56	0.41	0.39

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

7.1.8

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

Response:

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

Central India Women's College of Education, affiliated to SNDT University, Mumbai is located at the prime location of NAGPUR 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.Railway station (Within 1 Km)

2.College is located near NH47; connecting states for easy access of students from other states like Madhyapreadesh, Chhatisgarh.

3.Sufficient Green Area in vicinity of college

4. Easy Accessibility to College with Connectivity via Public Transport

6.Police station is located in a range of 1 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	**Proximity to almost all commuting- Access to students from rural areas**	**Students avail the Easy access to all transport means -** **1. Railway and public transport** **. 2. For travel a Girl child finds advantage while selecting the college for their higher studies.** **3. A segment of students are from the Rural areas**

2	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 lessons
3	The only women college in area	1. Students of many families which opt for women-only college for their higher studies find it accessible. 2. Families find the college as safe and secured for their wards.
4	Police Station in close Proximity	The Police Station is located in a range of 1km for any issue in a safety context.
5	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 in maintenance of law & order.
6	Parking Facility in the premises	College offers its own parking space inside the college premises avoiding any tussle with locals and community for parking.

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: A. All of the above

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 – I

1. Title of the Practice: Mentor: Mentee System

2. Objective of the Practice: To counsel students on personal and professional issues.

3. The Context: As the college is situated in a rural area, students have different issues related to family, money, studies, etc. So, the college thought to start the Mentor: Mentee System for counselling students.

4. The Practice: At the start of the semester Mentors are allocated to the students. Mentees meet mentors for any issue of their concern and get the solution. A record of the same is also maintained.

5. Evidence of Success: It is observed that after the implementation of the Mentor: Mentee Scheme students became more proactive in participating in various activities and students are happy as they got mentors as a parent in the college.

6. Problems Encountered and Resources Required: Nil

Best Practice – II

1. Title of the Practice: Remedial Coaching

2. Objective of the Practice: To increase the pass percentage and reduce the dropout rate

3. The Context: It is observed that in a few difficult subjects' students get failed because of the 2–3-mark difference. So, college decided to start remedial coaching for such students.

4. The Practice: After the declaration of the university results, students failing in a particular subject are identified as slow learners and remedial coaching is planned for them throughout the year

5. Evidence of Success: It is observed that in the supplementary examination students' pass percentage has increased.

6. Problems Encountered and Resources Required: Taking out additional time for remedial coaching from the routine schedule is a difficult task..

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Central India Women's 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 girl students as support engine-reviving the momentum to bring holistic concepts to classrooms.

The college is located in the main part of the Nagpur i.e., Godhani (Rly) , Nagpur and well connected with Nagpur region with the mission to provide quality education to the girls of Nagpur City and Nearby rural area.

Another evidence of the college's effectiveness is the increasing number of our alumni who are getting appointed as faculty members in different schools 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 CIWCE use to celebrate National Days along with the Environment day/Earth Day/ National Girl Child Day to make students aware of our surroundings..

As the world has faced severe challenges related to pandemic or due to COVID -19 so ciwce under the guidance of management of the sanstha organized corontine centers and provided meal and medicines.

Every year CIWCE also organizes a Talent -Hunt Programme for students to showcase their talent in different fields like Dance / Singing /Poster Making /Cooking etc.

As CIWCE is committed to all round development of students so every year Field Trips are also organized to enhance their team work,& coordination and visit places like Raman Science Science Center / Ramtek/ Ajab Bangla / Ramtek/ Eco-Park etc.

The college inculcates value added courses like Computers ,Career Guidance ,workshops 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 is another step to pull up the students lagging in their studies.The students are given scholarships also.

Relentless efforts of the college in the direction of realization of its vision have fructified in the upsurge of its academic achievements.

5. CONCLUSION

Additional Information :

1. Central India Women's College is affiliated college of SNDT University, and as such follows a predetermined syllabus. However, the college innovates within these established academic structures, committed to providing holistic development for its all-women student body.
2. Central India Women's College is at prime location with Railway station in close vicinity of the college that enables students to commute from different parts of the Nagpur and other rural areas.
3. 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.
4. Different cells and committees have been formed for the effective functioning of the department.
5. College is working for betterment of society by involving all the stakeholders.

Concluding Remarks :

Central India Women's college of Education, B.Ed. college, Nagpur under the aegis of Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha, is affiliated to the SNDT Women's University, Mumbai. 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 CIWCE are streamlined, with timetables and other administrative tasks prepped well in advance of teaching session. The teaching at CIWCE 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. MOUs with different organizations have been signed to keep them abreast of the latest trends.

College is proud of many of its alumnae who have made a mark for themselves in various spheres of academics.

College 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 and promotion of a more just add humane society.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has selected none of above since no supporting's have not been shared.
1.2.2	**Average Number of Value-added courses offered during the last five years** 1.2.2.1. **Number of Value – added courses offered during the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
2	0	02	02	02 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
03	0	02	02	02	 Remark : DVV has made changes as per supporting's shared in prescribed format.
1.2.3	**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
99	0	50	91	41

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
99	0	100	91	82

Remark : DVV has made changes as per supporting's shared in prescribed format.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	6	4	15	13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	5	4	15	13

Remark : DVV has made necessary changes as per prescribed format shared by HEI and values have been modified for 2020-21 due to excess of seats in reserve category.

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

1.   **Mentoring / Academic Counselling**

2.   **Peer Feedback / Tutoring**

3.   **Remedial Learning Engagement**

4.   **Learning Enhancement / Enrichment inputs**

5.   **Collaborative tasks**

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

	7. **Multilingual interactions and inputs** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: D. Any 2 of the above Remark : DVV has selected none of above as the photographs are not geo tagged.
2.3.4	**ICT support is used by students in various learning situations such as** 1. **Understanding theory courses** 2. **Practice teaching** 3. **Internship** 4. **Out of class room activities** 5. **Biomechanical and Kinesiological activities** 6. **Field sports** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made necessary changes.
2.4.2	**Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as** **1. Formulating learning objectives** **2. Content mapping** **3. Lesson planning/ Individualized Education Plans (IEP)** **4. Identifying varied student abilities** **5. Dealing with student diversity in classrooms** **6. Visualising differential learning activities according to student needs** **7. Addressing inclusiveness** **8. Assessing student learning** **9. Mobilizing relevant and varied learning resources** **10. Evolving ICT based learning situations** **11. Exposure to Braille /Indian languages /Community engagement** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : DVV has made necessary changes as per supporting's shared by HEI and 1 of above

	option has been selected as we have received geo tagged photographs of Dealing with student diversity in classrooms
2.4.3	**Competency of effective communication is developed in students through several activities such as** 1. **Workshop sessions for effective communication** 2. **Simulated sessions for practicing communication in different situations** 3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'** 4. **Classroom teaching learning situations along with teacher and peer feedback** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made necessary changes as per documents shared by HEI and 2 of above option has been selected as we have received geo tagged photographs of Workshop sessions for effective communication and Classroom teaching learning situations along with teacher and peer feedback
2.4.4	**Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses** 1. **Teacher made written tests essentially based on subject content** 2. **Observation modes for individual and group activities** 3. **Performance tests** 4. **Oral assessment** 5. **Rating Scales** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 or 4 of the above Remark : DVV has made necessary changes as per documents shared by HEI and 3 of above option has been selected as we have received geo tagged photographs of Teacher made written tests essentially based on subject content, Observation modes for individual and group activities and Oral assessment.
2.4.7	**A variety of assignments given and assessed for theory courses through** 1. **Library work** 2. **Field exploration** 3. **Hands-on activity** 4. **Preparation of term paper** 5. **Identifying and using the different sources for study** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made necessary changes
2.4.10	**Nature of internee engagement during internship consists of**

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

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: C. Any 4 or 5 of the above

Remark : DVV has made necessary changes and has selected option E since the supporting's are unclear.

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** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has made necessary changes and has selected option E as we have not received appropriate supportings.
4.3.3	**Internet bandwidth available in the institution** 4.3.3.1. **Available bandwidth of internet connection in the institution, in MBPS** Answer before DVV Verification : 100 Answer after DVV Verification: 200 Remark : DVV has made changes as per supportings shared by HEI.
5.1.1	**A range of capability building and skill enhancement initiatives are undertaken by the institution such as:** 1. **Career and Personal Counseling** 2. **Skill enhancement in academic, technical and organizational aspects** 3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training** 4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two** 5. **E-content development**

	6. **Online assessment of learning** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : DVV has made necessary changes and has selected option E as we have not received appropriate supporting's
5.1.3	**The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as** 1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies** 2. **Details of members of grievance redressal committees are available on the institutional website** 3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students** 4. **Provision for students to submit grievances online/offline** 5. **Grievance redressal committee meets on a regular basis** 6. **Students' grievances are addressed within 7 days of receiving the complaint** Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 2 of the above Remark : DVV has made necessary changes and has selected option E as we have not received appropriate supporting's
5.3.2	**Average number of sports and cultural events organized at the institution during the last five years** 5.3.2.1. **Number of sports and cultural events organized at the institution during the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
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99	0	99	91	78 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
17	0	20	20	20	 Remark : DVV has made changes as per prescribed format shared by HEI.
5.4.2	**Alumni has an active role in the regular institutional functioning such as** 1. **Motivating the freshly enrolled students** 2. **Involvement in the in-house curriculum development**

	3. **Organization of various activities other than class room activities** **4.** **Support to curriculum delivery** **5.** **Student mentoring** **6.** **Financial contribution** **7.** **Placement advice and support** Answer before DVV Verification : A. Any 6 or more of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has made necessary changes and has selected option E as we have not received appropriate supporting's
7.1.3	**Institution waste management practices include** 1. **Segregation of waste** 2. **E-waste management** 3. **Vermi-compost** 4. **Bio gas plants** 5. **Sewage Treatment Plant** Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has made changes as per report shared by HEI and 1 of above option has been selected as we have received geo tagged photographs of Segregarion of waste

2.Extended Profile Deviations

ID	Extended Questions
1.5	**Number of graduating students year-wise during last five years..** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>41</td><td>41</td><td>49</td><td>41</td><td>37</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>50</td><td>50</td><td>50</td><td>41</td><td>37</td></tr></table>
2.1	**Total expenditure excluding salary year wise during the last five years (INR in lakhs)..** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>6.40</td><td>3.40</td><td>3.63</td><td>6.59</td><td>3.39</td></tr></table>

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5.89	3.14	3.32	6.20	3.04