



## YEARLY STATUS REPORT - 2021-2022

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	DR.VIRENDRA SWARUP INSTITUTE OF PROFESSIONAL STUDIES
• Name of the Head of the institution	DR. POONAM MADAN
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	8853772099
• Mobile No:	9889931732
• Registered e-mail ID (Principal)	pnmmadan@gmail.com
• Alternate Email ID	nazishkhan11@gmail.com
• Address	337, K-BLOCK Kidwai Nagar
• City/Town	KANPUR
• State/UT	UTTARPRADESH
• Pin Code	208011
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Women
• Location	Urban

• Financial Status	<b>Self-financing</b>				
• Name of the Affiliating University	<b>C.S.J.M.UNIVERSITY KANPUR</b>				
• Name of the IQAC Co-ordinator/Director	<b>DR. ANITA SHARMA</b>				
• Phone No.	<b>9415287158</b>				
• Alternate phone No.(IQAC)	<b>8853772099</b>				
• Mobile (IQAC)	<b>8853772099</b>				
• IQAC e-mail address	<b>nazishkhan11@gmail.com</b>				
• Alternate e-mail address (IQAC)	<b>vsipsknp@gmail.com</b>				
<b>3.Website address</b>	<a href="http://www.vsips.org/">http://www.vsips.org/</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="http://vsips.org/aqar_reports/2020-21.pdf">http://vsips.org/aqar_reports/2020-21.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://vsips.org/academic_calendar/2020-21.pdf">http://vsips.org/academic_calendar/2020-21.pdf</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 2</b>	<b>B</b>	<b>2.50</b>	<b>2012</b>	<b>10/03/2012</b>	<b>09/03/2017</b>
<b>6.Date of Establishment of IQAC</b>			<b>02/07/2012</b>		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>Nil</b>	<b>NA</b>	
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>			<b>Yes</b>		
• Upload latest notification of formation of			<a href="#">View File</a>		

IQAC		
<b>9.No. of IQAC meetings held during the year</b>	<b>7</b>	
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>		
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
N.S.S. Camps were organised to enhance for the welfare of the society and Professional Development Programmes were organised to enhance the skills of students		
To discuss the progress of students with the Parents , regular PTMs were organised and regular staff meetings are also held with the teachers for discusssing for the development of the institution		
Academic calender for this session was succesfully monitored by IQAC and implemented by the Instituttion		
Various Inter-collegiate Competition were organized for all round development of the students and to for ensure the quality in higher education		
Regular Meetings of Internal Quality Assurence Cell (IQAC) and collected feed back from various stakeholders and analysed		
<b>12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).</b>		

Plan of Action	Achievements/Outcomes
Proper Implementation was done on managing and conducting B.Ed program in the form of Semesterwise system	This year our 209/220 seats are filled ,In which 20 seats are of EWS category
To conduct workshop on TLMS in all subjects	Personality development and skill development programme
To execute better and qualitative practices	Many workshops were organised to receive better learning outcomes. Conducted classes or workshops and motivational lectures by Alumni of the institution and Expert guests on teaching learning experiences and on competitive exams (TET, CTET,TGT, PGT, M.Ed.).Professional development cell developed
Execution of IQAC recommendations	Various Inter-Collegiate competition were organised for all round development of the Students. Teachers of our College participated in Seminars held in other college too.
Execution of internship program for B.Ed. Semester IInd (one month) and B.Ed. IInd year.	Our students practiced effectively by using better material aids and as well as with the help of ICT as E-content , E-lesson plans and so on .
Arrangement of Placement drive for the better placement of the students of the institutionOur students get placed at reputed schools through placement drive	Our students get placed at reputed schools through placement drive
<b>13.Whether the AQAR was placed before statutory body?</b>	Yes
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	

Name of the statutory body	Date of meeting(s)
MANAGEMENT COMMITTEE	19/05/2022

**14. Whether institutional data submitted to AISHE**

Year	Date of Submission
2021-22	03/02/2022

**15. Multidisciplinary / interdisciplinary**

Multidisciplinary/Interdisciplinary : At this level there are multidisciplinary courses in B.Ed Program. In Semester Ist there are three optional papers. In Semester II there are all the important pedagogical subjects (as methods) and three optional subjects too. ( Teacher Education Course ) The following courses or subjects are offered : SEMESTER I SEMESTER II SEMESTER II INCLUSIVE EDUCATION GENDER, SCHOOL & SOCIETY VALUE & PEACE EDUCATION PHYSICAL SCIENCE BIOLOGICAL SCIENCE COMPUTER SCIENCE SOCIAL SCIENCE MATHS HINDI ENGLISH SANSKRIT HOME SCIENCE FINE-ARTS COMMERCE MUSIC URDU ENVIRONMENT EDUCATION HUMAN RIGHTS EDUCATION FOR HAPPINESS

**16. Academic bank of credits (ABC):**

Academic Bank of Credits (ABC) The Academic Bank of Credits (ABC) is an initiative connected with higher education and operated by the University Grants Commission (UGC), where students act as the primary beneficiaries. Under this system, students will be awarded credits by higher education institutions for their academic achievements, which will remain valid for seven years. As this process is set to be implemented in the coming year, it has not yet been initiated at our college.

**17. Skill development:**

Skill Development Skill development and life-skill courses have been introduced by the Continuous and Comprehensive Evaluation (CCE) as part of the National Education Policy (NEP) 2020. In line with university guidelines, the B.Ed. course was restructured into a semester system starting from the 2021-23 session. The four-semester, well-planned curriculum covers all academic and co-curricular activities. Our institution has conducted several activities to foster essential skills, including: Motivational lectures Pidilite programs Professional development programs Visits to special schools Yoga activities Music activities Micro teaching/Macro planning Debates, brainstorming sessions, and extempore speaking Art & craft activities

**18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

Special induction training is provided to newly admitted students to enhance their language skills through a variety of initiatives: Hindi Diwas Program: Language development is promoted by organizing programs during Hindi Diwas, encouraging students to strengthen their proficiency in Hindi. Language Labs: Practical training is imparted through language labs, where students work on refining their communication skills in a structured, technology-driven environment. Brainstorming, Debates, and Extempore Sessions: These interactive activities are conducted to sharpen students' critical thinking and verbal communication skills, fostering both confidence and fluency. Along with it, a range of cultural activities are organized to celebrate tradition and encourage student participation, including:

**19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

The main focus is kept on Outcome Based Education in our Institution : In the new semester-wise B.Ed. program, student performance is evaluated through various methods, including Mid-Term Exams, practical assessments, and PPT presentations. Additionally, students participate in cultural activities, which are assessed accordingly. During the B.Ed. 2nd semester, students are sent for practice teaching, where their teaching skills are evaluated through Criticism Plans at designated centers. In the B.Ed. 2nd year, students undergo internships where they gain hands-on experience in teaching. Throughout the internship, they are guided on the complete teaching process to help them become effective educators. Evaluation is conducted through feedback from the Principal and Faculty Members of the respective centers.

**20.Distance education/online education:**

Although the distance education wing is not in our college, but Online Education is encouraged and practiced. Faculty Members of our college take many online classes : In Covid-19 Period, we have Started our Online Lectures through Audio Mode in Lock-down period 2021-22. We have given some digital notes to our students in the form of Pdfs & PPTs.

**Extended Profile****1.Student**

2.1

209

Number of students on roll during the year						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>		File Description	Documents	Data Template	<a href="#">View File</a>	
File Description	Documents					
Data Template	<a href="#">View File</a>					
2.2	Number of seats sanctioned during the year	200				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>		File Description	Documents	Data Template	<a href="#">View File</a>	
File Description	Documents					
Data Template	<a href="#">View File</a>					
2.3	Number of seats earmarked for reserved categories as per GOI/State Government during the year:	220				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>		File Description	Documents	Data Template	<a href="#">View File</a>	
File Description	Documents					
Data Template	<a href="#">View File</a>					
2.4	Number of outgoing / final year students during the year:	202				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>		File Description	Documents	Data Template	<a href="#">View File</a>	
File Description	Documents					
Data Template	<a href="#">View File</a>					
2.5	Number of graduating students during the year	197				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>		File Description	Documents	Data Template	<a href="#">View File</a>	
File Description	Documents					
Data Template	<a href="#">View File</a>					
2.6	Number of students enrolled during the year	209				
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td><a href="#">View File</a></td> </tr> </tbody> </table>		File Description	Documents	Data Template	<a href="#">View File</a>	
File Description	Documents					
Data Template	<a href="#">View File</a>					
<b>2.Institution</b>						
4.1	Total expenditure, excluding salary, during the year (INR in	3239210				

Lakhs):	
4.2	60
Total number of computers on campus for academic purposes	
<b>3. Teacher</b>	
5.1	25
Number of full-time teachers during the year:	
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2	30
Number of sanctioned posts for the year:	
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>Dr. Virendra Swarup Institute of Professional studies, Kanpur is an affiliated college of CSJM University. The curriculum of any academic course is planned by Board of studies of CSJM University. The institution is not free to plan their own syllabus. The affiliated colleges have to follow the syllabus designed by their parent university. On the basis of resources availability, potentiality and the goals of institution towards students, we transmit quality education.</p> <p>As per university guidelines from the session 2021-23 the B.Ed. Course implemented in a form of semester system. The 4 semester well planned curriculum cover all the academic and co-curricular activities of course. Time-table is designed by the Time-table committee for B.Ed. as per the university norms. It is also displayed on notice board. Teachers uses prescribed books by the university along with offline/online classes and other digital resources for effective curriculum transaction.</p>	



Besides this Practicum work classes, group-discussion, mid-term exams, demonstration classes, debates, PowerPoint presentation, field visits, brain-storming session, assignments are also used for meaningful implementation of course. Academic council also organizes Guest lectures, Personality & Professional Development lectures, Placement drive, and CTET exam preparation classes. The Staff also actively engage in Paper-setting and evaluation process.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>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 year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni</b></p>	<p><b>C. Any 3 of the above</b></p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers**

**B. Any 3 of the Above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="http://www.vsips.org">www.vsips.org</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## **1.2 - Academic Flexibility**

**1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives**

**including pedagogy courses for which teachers are available****1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

12

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	<a href="#">NIL</a>

**1.2.2 - Number of value-added courses offered during the year**

2

**1.2.2.1 - Number of value-added courses offered during the year**

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**

81

**1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**

81

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance**

One of the above

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

**1.2.5 - Number of students who have completed self-study courses ( online /offline, beyond the curriculum) during the year**

411

**1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year**

411

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

### 1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

In the semester-wise academic session, Dr. Virendra Swarup Institute of Professional Studies (VSIPS) offers a comprehensive curriculum structure that provides students with opportunities to acquire and demonstrate knowledge. The academic journey begins with an Orientation Program, during which the VSIPS family warmly welcomes new students.

During this program, all faculty members provide essential information related to the curriculum, covering various subjects, practicum work, co-curricular activities, and the evaluation process. This foundational knowledge is crucial for students as they embark on their academic and professional paths.

To enhance teaching skills, faculty members emphasize Micro and Macro Teaching techniques, focusing on essential skills such as introduction and explanation. Through hands-on experiences at teaching centers, students are encouraged to practice and refine their abilities, ensuring they are well-prepared to become effective educators. This structured approach fosters a supportive learning environment and equips students with the skills and confidence necessary for success in the teaching profession.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Photographs indicating the participation of students, if any	<a href="#">View File</a>

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

In the semester-wise academic session, Dr. Virendra Swarup Institute of Professional Studies (VSIPS) introduces students to the rich diversities of India by organizing various cultural activities and celebrating festivals from different religions and languages. One of the highlights of our cultural calendar is the Kajri Mahotsav and Megh Malhar programs, which feature a range of art and craft activities and competitions.

During these events, students participate in various activities such as Rangoli competitions, non-fire cooking contests, Mehndi competitions, diya decoration, rakhi making, Sawan Queen contests, and performances of folk dances and songs. These activities not only promote creativity but also foster an appreciation for the diverse cultures and traditions represented in our country.

This year, the institute successfully organized the Megh Malhar program online, which allowed students to showcase their talents through various competitions. Through these cultural initiatives and the curriculum, teachers emphasize the significance of understanding and respecting different cultures, traditions, and languages, enriching students' educational experiences and promoting inclusivity within the community.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The institute empowers students by organizing comprehensive classes focused on practicum work, ensuring they are well-prepared for the professional teaching field. During these classes, students learn essential procedures for creating various necessary documentation, including action research reports, cumulative records, teacher diaries, block teaching plans, and achievement tests. This systematic approach equips them with the skills needed to navigate their future careers effectively.

To provide practical experience, students are sent to different schools for internships, where they engage in a variety of activities that enhance their teaching abilities. During these internships, students have the opportunity to apply their theoretical knowledge in real classroom settings, allowing them to develop essential teaching skills and gain hands-on experience. This immersive learning experience is vital in shaping them into competent educators who are ready to meet the challenges of the teaching profession. Through this structured practicum, the institute ensures that students are not only knowledgeable but also confident and capable of becoming successful teachers.

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

## 1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining

Three of the above

**structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI**

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Feedback collected, analyzed and action taken**

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**TEACHING-LEARNING AND EVALUATION**

**2.1 - Student Enrollment and Profile**

**2.1.1 - Enrolment of students during the year**

**220**

**2.1.1.1 - Number of students enrolled during the year**

**411**



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

109

#### 2.1.2.1 - Number of students enrolled from the reserved categories during the year

109

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	<a href="#">View File</a>
Final admission list published by the HEI	No File Uploaded
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

13

#### 2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

13

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process 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, in not more than 100-200 words.

Our institution is dedicated to enhancing student learning outcomes through a comprehensive and effective assessment system. We regularly conduct Unit Tests and Mid-Term Examinations to evaluate student progress. Additionally, student performance is assessed based on class participation and regular attendance, ensuring a balanced evaluation of both academic and behavioral aspects. This approach motivates students to remain engaged in their learning journey.

To promote holistic development, we encourage our students to participate in inter-college and university-level competitions, providing platforms for them to showcase their hidden talents. These opportunities help students build confidence and gain exposure beyond academics.

In support of diverse learning needs, we also organize remedial classes for students requiring extra assistance, ensuring no one is left behind in their academic pursuits.

By integrating these initiatives, our institution ensures that students are not only prepared for academic success but are also equipped with the skills and opportunities to excel in all aspects of their personal and professional growth.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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 Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs**

**Four/Three of the above**

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

**2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity**

**All of the above**

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.2.4 - Student-Mentor ratio for the academic year

1:20

#### 2.2.4.1 - Number of mentors in the Institution

25

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

### 2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

To enhance student learning, we adopt a multi-dimensional approach to teaching and learning. We encourage our students to participate in various activities organized both at the college and university levels.

We conduct collaborative learning sessions where students work in well-formed groups, supporting each other in the learning process. To achieve better learning outcomes, we organize a variety of activities, such as brainstorming sessions, debate competitions, and quizzes, in both online and offline modes.

Classroom seminars and workshops are held regularly to provide hands-on experiences. Additionally, we promote intellectual growth through group discussions and brainstorming sessions relevant to the topics being studied. Blended learning is also facilitated to ensure flexibility in the learning process.

Since the 2021-23 academic session, following the guidelines of the New Education Policy (NEP) by CSJM University, the SEMESTER system has been implemented in the B.Ed. program to enrich the teaching and learning experience.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### **2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year**

22

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="http://www.lms.vsips.org">www.lms.vsips.org</a>
Any other relevant information	<a href="#">View File</a>

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

411

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports</b>	<b>Four of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://meet.google.com/ocp-acva-mnf">https://meet.google.com/ocp-acva-mnf</a>
Any other relevant information	<a href="#">View File</a>

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

To promote the holistic development of our students, we provide enthusiastic support and encourage them to utilize their skills. We conduct professional development programs and personality development sessions to foster professional attributes in students. Our students work in teams to enhance professional ethics and collaborative learning, promoting unity and preparing them to engage

with diverse peers. Faculty members stay updated with the latest innovations in education to guide students effectively. To ensure their continuous growth, our teachers participate in faculty development programs, improving the teaching-learning process for better outcomes.

We also hold team discussions (staff meetings) to address student issues and provide suitable solutions. Since the 2021-23 session, CSJM University has implemented the semester system in the B.Ed. program to enrich students' learning experiences. We employ multidimensional teaching methods and encourage students to participate in various activities organized at the college and university levels. This includes debates, extempore, brainstorming sessions, and speech competitions, all aimed at enhancing students' skills and developing their personalities.

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

**2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Four of the above

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

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

Our college organizes a variety of skill development programs aimed at enhancing both professional and personal growth. These include Professional Development, Personality Development, and Ideology-based Cultural Activities.

As part of Professional Development, we conduct an Art & Craft Workshop, sponsored by Pidilite, where students learn innovative crafting techniques and showcase their creativity by creating various items. This helps them develop their artistic skills and professional growth. Additionally, we celebrate the birthdays of Eminent Personalities to teach life skills and inspire students to adopt the values of these prominent figures.

In Personality Development, we offer Motivational Lectures and Personality Development Classes that focus on building leadership, communication, and professional skills. These programs aim to empower students with the confidence and tools needed for future career success.

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

## 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 Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)**

Seven/Eight of the above



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

<p><b>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 Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</b></p>	<p><b>Ten/All of the above</b></p>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different</b></p>	<p><b>All of the above</b></p>
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<p><b>situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</b></p>											
<table border="1"> <thead> <tr> <th data-bbox="70 371 552 450">File Description</th> <th data-bbox="552 371 1484 450">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="70 450 552 517">Data as per Data Template</td> <td data-bbox="552 450 1484 517"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="70 517 552 696">Details of the activities carried out during the academic year in respect of each response indicated</td> <td data-bbox="552 517 1484 696"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="70 696 552 763">Any other relevant information</td> <td data-bbox="552 696 1484 763"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>	Any other relevant information	<a href="#">View File</a>			
File Description	Documents										
Data as per Data Template	<a href="#">View File</a>										
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>										
Any other relevant information	<a href="#">View File</a>										
<p><b>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 Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</b></p>	<p>All of the above</p>										
<table border="1"> <thead> <tr> <th data-bbox="70 1182 552 1261">File Description</th> <th data-bbox="552 1182 1484 1261">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="70 1261 552 1328">Data as per Data Template</td> <td data-bbox="552 1261 1484 1328"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="70 1328 552 1429">Samples prepared by students for each indicated assessment tool</td> <td data-bbox="552 1328 1484 1429"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="70 1429 552 1574">Documents showing the different activities for evolving indicated assessment tools</td> <td data-bbox="552 1429 1484 1574"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="70 1574 552 1637">Any other relevant information</td> <td data-bbox="552 1574 1484 1637"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>	Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>	Any other relevant information	<a href="#">View File</a>	
File Description	Documents										
Data as per Data Template	<a href="#">View File</a>										
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>										
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>										
Any other relevant information	<a href="#">View File</a>										
<p><b>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</b></p>	<p>All of the above</p>										

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event**

**All of the above**

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

**2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study**

**All of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

The internship program is a systematically planned initiative, ensuring all necessary preparations are made. The institute seeks permission from the BSA, along with private, government-aided, and self-financed schools, to conduct the internship. School internship is a key element of the B.Ed. course, where each student practices teaching in schools and undertakes all the responsibilities of a teacher. This hands-on experience enables trainees to understand teaching in real-life situations and gain exposure to the school environment, working closely with student teachers and the community.

Since the 2021-23 session, following the NEP 2020 guidelines, C.S.J.M. University has implemented the semester system in the B.Ed. program to enhance students' teaching and learning. In this structure, a 30-day practice teaching period is scheduled in Semester II, and a 4-month internship in Semester III. Before the internship, institute faculty members train students in various aspects of school work, such as creating lesson plans, unit plans, achievement tests, teachers' diaries, and conducting action research. This preparation helps student teachers acquire the skills needed to become responsible and effective teachers.

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

**2.4.9 - Number of students attached to each school for internship during the academic year**

**2.4.9.1 - Number of final year students during the academic year**

202

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports**

**Nine/All of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sample copies for each of selected activities claimed	<a href="#">View File</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View File</a>
Wherever the documents are in regional language, provide English translated version	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

**During the internship program, the institute adopts an effective mentoring mechanism where teacher educators play the roles of guide, advisor, and counselor. They support learners in skill development by enhancing their abilities through observation and assessment. Teacher educators also focus on imparting knowledge through innovative methods to simplify the learning process and help students explore their hidden talents. Moreover, they maintain**

feedback on sessions and activities, which assists students in reconstructing and enhancing their abilities in new ways. This approach has significantly improved students' self-confidence, communication, and listening skills.

File Description	Documents
Documentary evidence in support of the response	No File Uploaded
Any other relevant information	No File Uploaded

<b>2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes)</b>	All of the above
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File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View File</a>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>2.4.13 - Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness</b>	Five of the above
--	-------------------

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.5 - Teacher Profile and Quality

### 2.5.1 - Number of fulltime teachers against sanctioned posts during the year

25

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
English translation of sanction letter, if it is in regional language	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

7

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.5.3 - Number of teaching experience of full time teachers for the during the year

25

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

25

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

To enhance the teaching-learning process and make it more interactive and engaging, our teachers continuously update themselves with innovative methods and techniques of instruction. By following digital ethics, they employ diverse modes of teaching, utilizing all available digital resources, such as Teachmint, Google Meet, Google Classroom, Zoom, and YouTube.

Our educators actively participate in webinars, workshops, and seminars to enrich their knowledge and stay current with the latest developments in education. Additionally, we promote team teaching to foster collaborative learning, ensuring students benefit from a comprehensive and dynamic educational experience.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

Evaluation is an integral part of the teaching-learning process. To ensure student progress, a structured evaluation system has been designed and implemented. We conduct class tests, unit tests, half-yearly examinations, and viva-voce assessments following the university examination pattern.

To prepare students for both practical and theoretical examinations, the institute organizes mock viva-voce sessions, PowerPoint presentations, and pre-university exams. Additionally, an important question bank of multiple-choice questions is provided for each



subject to aid in study and preparation.

In response to the challenges posed by the COVID-19 pandemic and subsequent lockdown, all offline educational activities were suspended, and our institute swiftly transitioned to an online teaching-learning evaluation process to maintain continuity in education.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually**

Two of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	<a href="#">View File</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

The Grievance Redressal Cell of our institution is dedicated to addressing students' concerns and ensuring the smooth functioning of the teaching-learning process. This cell plays a crucial role in

assisting students with examination-related issues. Students can approach both teachers and the principal to resolve any grievances they may have regarding examinations.

We address various queries from students, including those who are unable to take exams for legitimate reasons. We provide support for applying for re-examinations and back papers. For students who score low marks in any subject, we offer remedial classes to help them improve in future examinations. The cell also acknowledges grievances related to reevaluation. If a student feels dissatisfied with their evaluation, they can apply for re-checking.

Our institution adopts an open evaluation system to facilitate transparency and convenience for students, ensuring that their academic concerns are addressed effectively.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

The institute strictly adheres to the Academic Calendar established by CSJM University. At the beginning of each academic session, we prepare an in-house academic calendar to ensure smooth operations throughout the year. This calendar outlines the schedule for examinations and other activities.

Following the college academic calendar, faculty members create a detailed plan to facilitate the timely delivery of the syllabus. Each teacher adheres to a structured agenda discussed during staff meetings, which allows the team to complete the syllabus on schedule. Students are provided ample time to prepare and practice for year-end examinations.

Continuous evaluation occurs throughout the year through regular tests, objective assessments, projects, student presentations, seminars, quizzes, and more. Mid-term tests and examinations are instrumental in preparing students for university-level evaluations.

Corrected answer scripts are reviewed with students for their

scrutiny, promoting transparency in the evaluation process. Additionally, progress reports are prepared by the staff in charge, detailing performance on a pedagogical basis, and are handed over to parents in person after each test. Parents and guardians are encouraged to monitor their wards' performance and take remedial actions if necessary.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

To ensure the smooth functioning of the teaching-learning process and achieve positive results, we prioritize various learning outcomes, including program learning outcomes and course learning outcomes.

In terms of program outcomes, our focus is on developing teaching competency, pedagogical skills, critical thinking, effective communication, content analysis, professional ethics, self-directed learning, physical development, and teamwork.

For course learning outcomes, we aim to cultivate specific competencies related to each subject, enabling students to understand the processes and purposes of learning across different disciplines. Additionally, we promote awareness of diversity, inequality, and marginalization, fostering an inclusive learning environment that encourages all students to engage meaningfully with the curriculum.

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

### 2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Result sheet for each year received from the Affiliating University	<a href="#">View File</a>
Certified report from the Head of the Institution indicating pass percentage of students program-wise	No File Uploaded
Any other relevant information	<a href="#">View File</a>

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

We regularly monitor our students' performance to determine whether the desired learning outcomes are being achieved. Assessment methods include class tests, unit tests, and various curricular and co-curricular activities. Our students actively participate in activities at both the college and university levels.

To promote holistic development, we ensure active engagement in a variety of activities, such as art and craft, extempore speaking, brainstorming sessions, personality development workshops, professional development programs, self-defense training, yoga, physical exercises, and mental health initiatives. Additionally, we encourage our students to showcase their talents digitally, equipping them with essential technology skills for the modern world.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

202

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

**Performance of students on various assessment tasks related to students learning need :**

1. We observe performance of our students on regular basis to check whether the desired learning outcomes are received or yet to be received.
2. We assess our students by taking class tests, unit tests and various curricular and co-curricular activities.
3. We assure students' participation in seminars and webinars organized by college and as well as other institution.
4. Our students participate in the activities at college level as well as university level.
5. To promote holistic development, we assure active participation of our students in art & craft activity, extempore, brainstorming session etc.
6. To groom the personality of our students, we conduct various personality development workshop, professional development programme, self-defence training, yoga and physical exercises, programmes related to mental health and other related activity.

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.8 - Student Satisfaction Survey

**2.8.1 - Online student satisfaction survey regarding teaching learning process**<http://vsips.org/SSS/2021-22.pdf>**RESEARCH AND OUTREACH ACTIVITIES****3.1 - Resource Mobilization for Research****3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year**

00

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

**3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)**

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File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

**3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research**

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	<a href="#">View File</a>
Sanction letters of award of incentives	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence for each of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports**

Two of the above

File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	<a href="#">View File</a>
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	<a href="#">View File</a>

### 3.2 - Research Publications

**3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year**

8

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
First page of the article/journals with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the journals in which articles are published	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

11

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.3 - Outreach Activities

#### 3.3.1 - Number of outreach activities organized by the institution during the year

##### 3.3.1.1 - Total number of outreach activities organized by the institution during the year

10



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

### 3.3.2 - Number of students participating in outreach activities organized by the institution during the year

#### 3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

87

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View File</a>
Report of each outreach activity with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

176

#### 3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

176

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

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

Community service has been an integral part of the college since its inception and has been one of the foundational principles of the college . The community service initiatives in the college are led by the NSS units , social welfare committees and various indoor and outdoor clubs environment ,human rights and legal awareness club .

The outreach involves leading awareness campaigns through rally , Nukkad Natak interactive talks etc. Our students learn the importance of developing the spirit of giving back to society. NSS units of the college regularly organize cleanliness services during Swachhata Abhiyan as well as 5 or 7-day NSS camps.

The students conduct door-to-door surveys, take out rallies to spread awareness, go to slum areas to spread awareness about their rights to education & so on . The students plant saplings in areas around the college through "Vrahad Vraksharopan Programmes". Community Outreach activities and projects like visit to old age homes, slum areas, inclusive schools and eco-sustainability, etc. to develop leadership, empathy and service-mindedness in our students.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year**

0

File Description	Documents
Data as per Data Template	No File Uploaded
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

### 3.4 - Collaboration and Linkages

#### 3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

4

##### 3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of teachers/students benefited by linkage – exchange and research	<a href="#">View File</a>
Report of each linkage along with videos/photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice

Three/Four of the above

teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

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

## 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 Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

Institute has adequate facilities for teaching learning that includes 10 classrooms with a sitting capacity of 50 students. As per the minimum specified requirement by statutory bodies we need 8 classrooms but we have 10 for the same. One classroom and one seminar hall is equipped with ICT resources. The equipment under these ICT resources are Computer, projector, speaker and mike. The institute has a hygienic cafeteria for refreshment of students. Institute has a sports ground in the campus for in-house sports activates. Laboratories includes science, environment and computer. Computer Lab consist 60 well running PC that are connected with LAN Cables. A high speed internet broadband is installed to facilitate the computers for internet. A shared printer and a scanner is connected to facilitate hardcopy technology.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.****4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities**

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	No File Uploaded
Link to relevant page on the Institutional website	<a href="http://www.vsips.org/infra.php">http://www.vsips.org/infra.php</a>
Any other relevant information	<a href="#">View File</a>

**4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)**

8,67,139

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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 Describe the features of Library Automation in not more than 100 – 200 words.

The Library Management System (LMS) is a crucial application designed to streamline and manage various library activities, including book issuance, returns, fine calculations, and inventory management. Implementing an efficient library software solution can significantly enhance the overall functionality of the library, making it more user-friendly and accessible for both students and staff.

Currently, our institute does not have a dedicated Library Management System in place. However, we recognize the importance of

such software in modern educational environments and are actively exploring options for its future installation. Once implemented, the LMS will facilitate seamless tracking of library resources, improve operational efficiency, and provide an organized platform for managing library activities. This transition will not only save time for library staff but also enhance the overall user experience for students, making it easier for them to access and utilize library resources effectively. By investing in a Library Management System, we aim to foster a more efficient and supportive learning environment for our students.

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="#">NIL</a>
Any other relevant information	<a href="#">View File</a>

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

Since we did not have this LMS installed at our Institute. We are looking for the same and then we'll try it accessing on remote.

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

**4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases**

One of the above

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	<a href="#">View File</a>
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

#### 4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

21781

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

#### 4.2.5 - Per day usage of library by teachers and students during the academic year

##### 4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

1100

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	<a href="#">View File</a>

<b>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 Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College</b>	None of the above
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File Description	Documents
Data as per Data Template	No File Uploaded
Any other relevant information	No File Uploaded

<b>4.3 - ICT Infrastructure</b>
4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words
ZOOM meeting application subscription has taken to conduct various Webinar and classes on 10/08/2021.
Language LAB on 03/10 /2022.
Smart Class.



Wireless internet and other support equipment are already installed (21/08/2021)

CCTV Cameras were installed on 30.08.2021

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 4.3.2 - Student – Computer ratio during the academic year

1:3

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	No File Uploaded
Any other relevant information	<a href="#">View File</a>

#### 4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

E. < 50 MBPS

File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
Any other relevant Information	No File Uploaded

#### 4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="https://www.facebook.com/drvirendraswarup">https://www.facebook.com/drvirendraswarup</a>
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	<a href="https://www.youtube.com/@poonammadan37/streams">https://www.youtube.com/@poonammadan37/streams</a>
Any other relevant information	<a href="#">View File</a>

#### 4.4 - Maintenance of Campus and Infrastructure

##### 4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

3239210

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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 Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The college has established tools and services for maintaining and utilizing facilities. It has regular maintenance of essential facilities under the supervision of the various advisory committees. Our principal is the chairperson of these committees. Our rich set of ICT tools includes computers, internet LAN based and wireless (Wi-Fi), printer, scanner and other electronic and electrical devices are available for well-functioning of academic and administration.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="http://vsips.org/infra.php">http://vsips.org/infra.php</a>
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable**

Five/Six of the above

File Description	Documents
Geo-tagged photographs	No File Uploaded
Any other relevant information	<a href="#">View File</a>

<b>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</b>	<b>C. Any 2 of the above</b>
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File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)</b>	<b>One of the above</b>
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File Description	Documents
Data as per Data template	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 5.2 - Student Progression

### 5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
78	202

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 5.2.2 - Number of student progression to higher education during the academic year

#### 5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

15

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

116

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

The College has a Students Representative body named as "Student Council". In this council, students are elected every year at the start of the academic year. The student council gives the students a voice - a platform to be heard. With the objective of inculcating the qualities of leadership and responsibility in the students, an active Student Council is in place along with a strong representation of students in the academic and administrative bodies/committees. Student Council plays a crucial role to assess the teaching, learning, and support services provided to the students by the Institution where students organize various events, extracurricular events, competitions and expert talks and so on. The representatives provide feedback about various activities undertaken by the faculties and the college as well as how the decisions of College authorities are received by the students. Council include :

- Assisting, maintaining Discipline, Conducting Assemblies and functions.
- Acting as link between faculty and students.
- Conducting functions and other cultural and educational activities.
- Reporting issues to the higher authority.
- To bring problems of the students to the concerned authority.
- To express views regarding the overall working of the college and its improvement.
- To maintain overall discipline.

File Description	Documents
Copy of constitution of student council signed by the Principal	<a href="#">View File</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View File</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 5.3.2 - Number of sports and cultural events organized at the institution during the year

7

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

**Contribution of Alumni to the Growth and Development of the College**

The contribution of alumni association in the growth and development process are given below :

**Connectivity**

1. The Alumni association helps in establishing Networking with all students.
2. It helps the college in updating about the placements of pass out students.
3. It furnishes information about job opportunities in schools its feedback has helped in improving the existing curriculum, organizing new activities, etc.
4. It has given many healthy suggestions for the augmentation of the college. Helps in publicity.
5. The Alumnae Association also coordinates various activities related to the career counselling of the students.

**Placement**

1. To prepare the students for placement, the alumni association arrange training for students. Personality development guest lectures are being organized to make the student more confident.
2. Training activities are organized throughout the year in an effort towards preparing prospective teachers for their successful placement .

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development**

Five/Six of the above



**Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support**

File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View File</a>
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	<a href="#">View File</a>

**5.4.3 - Number of meetings of Alumni Association held during the year**

3

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Alumni group of the college is an active body with many alumni as its members. It conducts formal Alumni meetings reunite with their friends, Students, faculty members. They cherish their memories and share their experiences. The institution has included its alumni as a significant part of the institution. 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. Grand Meet is organized for all the Alumni of the college after 2-3 years

and in this meet, alumni students of consolidated three years are called and honoured. Various activities are organised and they have been honoured by providing them appreciation certificates and gifts. The college conducts meetings with its Alumni Group on a continuous basis. Alumni of the institute play a significant role in 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. The institution also engages the alumni support such as collecting suggestions, feedback on existing curriculum, updates on emerging trends through various networking platforms like Facebook, Twitter, WhatsApp, and so on. Alumni guest lectures are also being organized at college.

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

**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 Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

The Governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission . Faculty members are given representation in various committees/cells and allowed to conduct various programs to showcase their abilities . They are encouraged to develop leadership skills by being in charge of various academic and cocurricular activities . They are given authority to conduct Seminars/Workshops. Students are empowered to play an active role as coordinator of curricular and co-curricular activities, social service group coordinator. The planning for the academic session begins with a well-designed academic calendar as prescribed by the University. To meet the mission and vision, we adopt the process of creating strategic action plan . The overall management of the Institution ensuring that all the members are fully aware of each thing to promote institutional growth .

File Description	Documents
Vision and Mission statements of the institution	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The College Management decentralises all the academic and administrative matters by constituting various committees consisting teachers and student representatives with specific objectives to achieve the vision of the college . In decision making process every member of the committees are given complete freedom to express their views and opinions . Those views and opinions are well taken for the improvement of the college functions . The Governing body delegates all the academic and operational decisions based on the policies to the various monitoring committees headed by the Principal in order to fulfil the Vision and Mission of the Institution .

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Academic Functioning : The institution maintains complete transparency in its financial , academic , administrative and auxiliary functions . The entire academic plan is clearly explained to all students in a compulsory orientation programme on admission . The internal assessment comprising various components ensures that

students receive their evaluated answersheets and online google form exam and students progress , performance and fairness in the evaluation . The fee is minimul , online as per as ugc norms . All applicants to appear for the admission process and select candidates strictly on counselling merit .

Transparency in Administrative Functioning : Recruitment and staff promotions are also undertaken with utmost transparency . All posts are done advertised in newspapers and list of candidates screened and called for interview are displayed on university level salary statements sent .

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

**Research And Development :** Though the institution is having only B.Ed Programme , the students are encouraged to take small projects relate their subjects . Teachers are encouraged to write quality thematic /research articles and publish them in reputed journals .  
**Library , ICT and Physical Infrastructure / Instrumentation :** The college library is equipped with adequate number of books and journals to run B.Ed Programme . Every Year books and journals are added to update the knowledge of teachers and students . Teachers & students are encouraged to use of technology . Management has created adequate physical infrastructure including Labs ( computer and curriculum ) .  
**Human Resource Management :** The College Management has adopted a policy of recruiting fully qualified teachers as per the UGC/NCTE affiliating University qualification prescribed for teacher educators , accordingly the teaching staff of the college is recruited on merit basis and employed to provide quality input of education to B.Ed students .  
**Examination And Evaluation :** Though the Institution is to follow the affiliating University pattern of examination and evaluation . there are Unit tests and Pre-university exams are conducted by the college every year ,but in covid online tests were conducted in the form of MCQs

in google form .

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="#">nil</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

Being a self-finance affiliated college the Institution follows the rules and regulations decided by the CSJM University, the rules of the State Government and the UGC . The Institution seeks permission of the management in all the important and significant academic as well as administrative affairs . The management of the Institution consists of a Secretary, a Joint Secretary and members in Management Committee. At Institutional level , the Principal has final authority who informing the management of the activities of the college and the requirements of the college . Being the head of the Institution , the Principal is responsible for all academic and administrative activities . In the absence of her , one or two senior faculties are given charge to run the institution . A number of committees are formed for academic, administrative and co-curricular activities as Examination committee , Academic Monitoring Committee , Student Welfare Committee , anti-ragging committee , NSS Committee etc.

File Description	Documents
Link to organogram on the institutional website	<a href="#">nil</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and**

Three/Four of the above

**Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

Institute forms various Committees/Bodies/cells and their functions are properly defined , considering the overall development of the Institute . For effective implementation and improvement of the Instiute following committees are formed : Academic monitoring Committee ( Responsible for designing , regulating and Implementing different academic activities) Training , Placement and Career Counselling cell ( Responsible for activities related to student placement ) Research committee ( to plan various Student Welfare Activities ) National Service Scheme( purpose to include social welfare in students) Women's Grievance Redressal cell ( Female student ,teaching and non-teaching staff from sexual harassment ) Anti-Ragging Cell( prevention of ragging in the college )

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**6.3 - Faculty Empowerment Strategies**

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

**Teaching :** The Management reimburses the expenditure of faculty who publish papers in Conference /FDP and Seminars outside the college , On festive occasions gifts are given . Institute organizes Workshop , Seminars and Conferences for skill development . Medical leave are also given to the teachers . **Non-Teaching :** P.F. and medical help is provided to the non-teaching employees of the college by the Management . On festivals gifts are given to them .

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document on providing financial support to teachers	<a href="#">View File</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View File</a>
Certificate of participation for the claim	<a href="#">View File</a>
Certificate of membership	<a href="#">View File</a>
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**6.3.4 - 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**

10

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

**Teaching Staff :** The performance of each faculty member is assessed according to the annual self - assessment for the Performance Based Appraisal System ( PBAS ) .Promotions are based on PBAS Performa for UGC Career Advancement Scheme (CAS) that is based on the API score . The Institute undertakes a wide range of activities besides academics for which faculty members are assigned additional duties and responsibilities which are mostly voluntary. The Institute accords appropriate weightage for these contributions in their overall assessment. **Non-Teaching Staff :** All Non-teaching staff are also assessed through annual confidential reports and annual performance appraisal . Thevarious parameters for non-teaching staff



members are assessed under different categories i.e. character and habits , departmental abilities ,capacities to do hard work , discipline , reliability ,relations/co-operation with superiors , subordinates ,collegues, student and public power of drafting efficient organization of documents and technical abilities on satisfactory performance . All employees are granted promotions and financial upgradation under the ACP scheme .

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

Yes, Internal Audits are conducted in the college by the process of outsourcing the work to a registered chartered account firm, 'Saxena Rahul & associates' which is appointed by the college management committee as internal auditor for the session. They conduct the audit as per the norms, check and verify the vouchers of all type of accounts for every year and also review the previous records and take the necessary action on them. The details of income and expenditure of the college is prepared by the accountant of the college for onward transmission to the internal auditing officer through proper channel (Secretary of the college).

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

00

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View File</a>
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The College is able to implement various quality enhancement activities with its ability to mobilize resources from different sources for new programs, extension, students' welfare and staff career advancement.

#### Mobilization of Funds:

The College receives funds from the following sources:

- Fees collected from the students of self-financed streams by CUET ( Lucknow )
- Contribution made by the alumni

- Scholarship by Samaj Kalyan Department
- Funds for extension activities as webinar .
- Endowments

**Utilization of Resources:**

- Paying of Staff salary
- Infrastructure augmentation such as waste management , plantation of trees
- Library maintenance such as purchasing books, journals etc.
- Organizing Seminars , Conferences , Workshops and Training programs
- Career development programs , faculty empowerment programs
- Seed money for motivating faculty to participate and present paper on National Seminar, Conference and publishing paper in journals.
- Academic and cultural events throughout the year quiz competitions, talent shows, participation in intercollegiate competition, organizing programs at practices centers etc.
- Facilitating national days
- Organizing extension activities such as Each One Teach Five, awareness programs in slum areas etc.
- Health and education awareness programs through Rally , campaign for environment awareness
- Providing materials , aids , medicine for First Aid Purposes
- Organizing health awareness related programs in campus
- Welfare measure to teaching and non-teaching staff
- Distribution related welfare and other items in Orphanage, Old Age Homes, Special Schools, and other places wherever needed.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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 Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

**IQAC plays an important role in various quality matters of the**

institution. The IQAC initiates, plans and supervises various activities that are necessary to increase the quality of the education. The beginning of the session a plan is discussed with the principal and members of the IQAC to chalk out quality initiatives to be taken throughout the year. The duties are to various staff members to execute the same. Meetings are conducted from time to time to seek appraisal of the work. IQAC encourages the faculty to take initiatives related to teaching, student support and good practices. It maintains the record of minutes of meetings and present it before the Principal and management . It promotes use of modern teaching methods. It organizes Seminars, workshops and Teaching programs throughout the session. It seeks and reviews the feedback obtained from various stakeholders and take prompt actions. Various events such as Expert talks, Community related initiatives are also organized under the patronage of IQAC.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The IQAC continuously reviews and takes steps to improve the quality of the teaching learning process. The academic calendar is prepared in advance displayed and circulated in the institute and strictly followed admission to various programs summer, winter and midterm vacations, examination schedule and declaration of results are notified in the academic calendar. All newly admitted students have to compulsorily attend the orientation program, in which they are made aware of the unique education system, teaching learning process, system of continuous evaluation , various curricular activities, discipline and culture of the institution. Students are apprised of the Time-table, Syllabi of the course before the session commence. IQAC reviews the quality of academic activities that are planned and discussed in the meetings of academic committee. IQAC also organizes its own meeting to review the quality brought in teaching learning process . Remedial and enrichment classes are the regular features as in the college to help under achievers to get

good marks and facilitate meritorious students to secure positions at University level. Feedback from students is also taken, properly analyzed and shared with the Principal, Deans and individual faculty members. The teaching learning process are revived and improvements are implemented.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

10

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF**

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="http://vsips.org/MINUTES/2021-22.pdf">http://vsips.org/MINUTES/2021-22.pdf</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="http://vsips.org/agar_reports/2020-21.pdf">http://vsips.org/agar_reports/2020-21.pdf</a>
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Alumni services to the college shows an incremental trend : The alumni association was registered on 25th February, 2019 via registration no. KAP/09344/2018-19 under registration of societies Act 21, 1860. The goal of the alumni association is to leverage the network and skills of trained students for the benefit of our current students and overall development of the college. Accordingly the association organizes interactions with alumni on various activities. Placement Cell : As an incremental trend the placement cell was registered on 19th March, 2019 via registration no. KAP/10196/2018-19 under registration of societies Act 21, 1860. The main goal of the placement cell is to support our trained students to place themselves in appropriate Institutions according to their skills and ability. Accordingly the association organizes placement drives, in which many renowned institutions are invited to hire college's trained candidates that fill the institutions' requirements.

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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 Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

To promote environmental consciousness and holistic development of students, our college has adopted Energy Conservation policy for an environment of professional excellence. The institute aims to realistically produce energy consumption and assure acceptable indoor air and light quality and improve energy efficiency through the methods that are consistent with a safe secure eco conscious college community. Eco friendly habit and energy conservation practices are infused among the students and staff washing them about simple things which are very effective to reduce electricity consumption like the students and staff turning off all lights appliances and electronics when not in use.

Wiki p\*\* making the students of our Institute aware from time to time about energy conservation for which we organise Energy Conservation Day brainstorming and related competitions. The institute uses LED lights instead of incandescent lights and we buy quality electronic appliances.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

## Waste Management

Dr Virendra Swarup Institute of Professional institute has a clear waste management policy for disposing off dry , wet, e-waste and waste water management.. The college has implemented a solid waste management system which involves segregation of wet,dry, paper and green waste. Solid waste segregation is done by hand sorting. The dry waste which includes paper, cardboard plastic, scrap materials is separated from other organic waste like the leftover food ,peels, scraping from fruits etc are also collected in bins separately. Our Institute reuse the papers of one sided for off the record work of the college . Waste paper boxes have been placed at the appropriate places in the labs, staff room and administrative room of the institute.

The college segregates old computers batteries and wires and disposes them at regular intervals. The electronic devices have varying proportions of glass and metals. As these are handed over to the authorised person.

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

**7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant**

One of the above

File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain**

Two of the above



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

File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	No File Uploaded
Any other relevant information	<a href="#">View File</a>

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

By enforcing the Prime Minister's "Swachh Bharat Mission" our College of Education is always committed to maintaining a clean college environment sets an ideal example to students teachers and other staff. It encourages ladders to make them less likely to drop litter. It also improves hygiene and can help to reduce the spread of sickness.

In our college trash bins are in each working area and class. Students and teachers keep things away immediately after use. Our college do cleanliness activities as part of community service under NSS scheme. Be organize time to time programs dedicated to Environment awareness like Environment Day, Energy Conservation Day etc. We are making efforts to make a paperless office. Our college has sufficient green cover in the form of trees and many potted plants our college is promoting students to use bicycles,e- scooty and carpooling culture and we are encouraging online classes, exams on Google form and information are given in form of whatsapp messages, these small efforts can bring a big change.

Environmental Education is taught as a subject to B.Ed 2nd semester students and is one of their favourite subjects.

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

**7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants**

Three of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	<a href="#">View File</a>
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

**7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)**

37575

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words**

Local environment, location knowledge and resources ,community practices and challenges :

Dr Virendra Swarup Institute of Professional studies, affiliated to CSJMU, Kanpur is located at the prime location of kidwai Nagar, providing all facilities to students and visitors and easily accessible for all. Colleges is at an advantageous location in every aspect and provide peaceful and green locality to students. Our college is always sensitive and impathetic toward social, environmental and community problems. From time to time the institution ignites sensitivity towards society and the environment by various activities like visiting old age homes, NSS camp, blood donation, special abled child home visit etc. Our college has a sufficient number of inter schools around it, due to which there is ease in the placement of students.

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

**7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized**

**A. All of the above**

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View File</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View File</a>
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

## 7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)  
Describe any two best practices successfully implemented by the institution as per NAAC format

### Practice 1: Virtual Teaching during the COVID-19 Pandemic

During the COVID-19 pandemic, the B.Ed. program adapted to the changing educational landscape by effectively integrating ICT for uninterrupted learning. Under the leadership of Principal Dr. Poonam Madan and the management committee, teachers transitioned to online education in April 2020, using platforms like Google Duo, Zoom, and V-recorder. Students received learning materials via WhatsApp and engaged in virtual classes to complete the syllabus. This approach not only helped students maintain academic progress but also motivated them to enhance their technology skills, fostering adaptability and efficiency in future teaching roles.

### Practice 2: Empowering Women through Awareness and Career-Oriented Programs

Our institution focuses on empowering female students through workshops and programs. Organized under the National Service Scheme (NSS), self-defense workshops equipped students with essential safety techniques. Additionally, motivational lectures, personality development programs, and training in interview skills helped boost confidence. These initiatives encouraged holistic development,

preparing students for both professional and personal challenges. Through active participation, students learned essential life skills, promoting gender equality, social justice, and overall well-being. This structured approach ensured their readiness for future opportunities and nurtured their growth as empowered individuals.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

Dr. Virendra Swarup Institute of Professional Studies (VSIPS) aims to be a leading institution in India, providing quality teacher education that enlightens and empowers student teachers while fostering lifelong learning. The effectiveness of the college is evidenced by the increasing number of alumni securing teaching positions in various schools in the surrounding areas. Our vision is to create a healthy and quality environment that enhances the core skills of our pupil teachers, promoting critical thinking and professional growth.

At VSIPS, we celebrate national days and significant events such as Environmental Day, Constitution Day, Human Rights Day, National Youth Day, Women's Day, Water Day, Rani Lakshmi Bai's Birth Anniversary, Energy Conservation Day, and National Girl Child Day to raise awareness among students. A key focus of our college is to empower female students regarding health issues; we organized a workshop on dental check-ups and a lecture titled "Healthy Women, Healthy Nation."

To support all-around student development, we conduct annual field trips to blind schools, old age homes, and schools for the deaf and dumb, providing students with valuable societal insights. Additionally, professional development programs, including legal awareness initiatives like the Women's Legal Awareness Program and voter awareness competitions, are designed to enhance students' skills and knowledge. Our curriculum also incorporates value-added courses such as Computer Education, Environmental Education, and Personality Development, fostering collaboration among parents, faculty, and the principal.

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