



YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	DR. VIRENDRA SWARUP INSTITUTE OF PROFESSIONAL STUDIES KANPUR
• 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	UTTAR PRADESH
• Pin Code	208011
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Women
• Location	Urban

• Financial Status	Self-financing				
• Name of the Affiliating University	CSJM University				
• Name of the IQAC Co-ordinator/Director	Dr. ANITA SHARMA				
• Phone No.	9451287158				
• Alternate phone No.(IQAC)	9889931732				
• Mobile (IQAC)	8853772099				
• IQAC e-mail address	nazishkhan11@gmail.com				
• Alternate e-mail address (IQAC)	vsipsknp@gmail.com				
3.Website address	http://www.vsips.org/				
• Web-link of the AQAR: (Previous Academic Year)	http://vsips.org/aqar_reports/2021-22.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://vsips.org/academic_calendar/2022-23.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	B	2.50	2012	10/03/2012	09/03/2017
6.Date of Establishment of IQAC			02/07/2012		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of			View File		

IQAC		
9.No. of IQAC meetings held during the year	10	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
N.S.S. Camps were organized to enhance for the welfare of the society and Professional Development Programmes were organized to enhance the skills of students		
To discuss the progress of students with the Parents, regular PTMs were organized and regular staff meetings were also held with the teachers for discussing for the development of the institution		
Academic calendar for this session was successfully monitored by IQAC and implemented by the Institution		
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 the Internal Quality Assurance Cell (IQAC) collected feedback from various stakeholders and analyzed		
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).		

Plan of Action	Achievements/Outcomes
Proper Implementation was done on managing and conducting B.Ed. program in the form of Semester wise 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 institution	Our students get placed at reputed schools throug placement drive
13.Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	

Name of the statutory body	Date of meeting(s)
Management Committee	21/10/2024

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	15/02/2024

15. Multidisciplinary / interdisciplinary

Multidisciplinary/Interdisciplinary in B.Ed Program The B.Ed program offers a rich, multidisciplinary approach that aligns with modern educational needs. The courses are structured to provide students with a broad perspective on education and pedagogy. Semester I: In the first semester, students are offered three optional papers that allow them to explore various disciplines, promoting a multidisciplinary understanding of the field of education. Semester II: In the second semester, the curriculum emphasizes pedagogical subjects, commonly referred to as methods, which are crucial for teaching practices. Additionally, students continue to choose three optional subjects, further enhancing their interdisciplinary learning. 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 innovative initiative in education, managed by the University Grants Commission (UGC). It operates as a digital bank where the "customers" are students, and the "currency" is academic credits awarded by Higher Education Institutes (HEIs). These credits, once earned, can be accumulated in the ABC and remain valid for a period of 7 years, allowing students flexibility in their educational journey. While this system is a key feature of the upcoming educational reforms, it has not yet been implemented in our college. However, it is expected to be introduced by the upcoming academic year, offering students greater flexibility in managing and utilizing their credits across institutions.

17. Skill development:

Skill Development Skill development and life-skill courses have been

introduced by the Continuous and Comprehensive Evaluation (CCE) framework under NEP 2020. In line with university guidelines, starting from the 2021-23 session, the B.Ed. course has been implemented in a semester system. The well-structured curriculum across four semesters covers both academic and co-curricular activities to foster holistic development. Our institution has actively conducted various programs to help students develop essential skills. Some of these activities include: Motivational lectures, Pridilite programs, Professional development programs, Visits to special schools, Yoga activities, Music activities, Micro teaching/Macro plans, Debates, Brainstorming sessions, and Extempore speaking, Art & Craft activities.

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

Appropriate Integration of Indian Knowledge System (Teaching in Indian Language, Culture, and Using Online Courses) Our institution emphasizes the integration of the Indian knowledge system in education by promoting Indian languages and culture through various programs and activities. Special induction training is provided to newly admitted students to enhance their language skills. Key initiatives include: Organizing programs such as Hindi Diwas to encourage the use and appreciation of the Hindi language. Utilizing Language Labs to improve students' language proficiency. Conducting Brainstorming sessions, Debates, and Extempore activities to strengthen communication skills. In addition to language development, cultural activities such as Kajri Mahotsava, Megh-Malhar, and Basant Panchami are organized to celebrate and preserve India's rich cultural heritage. These activities contribute to a holistic learning experience that aligns with the values of the Indian knowledge system.

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

Focus on Outcome-Based Education (OBE) Our institution places significant emphasis on Outcome-Based Education (OBE) to ensure that students achieve measurable learning outcomes and skills. The following approaches are implemented: Semester-wise Evaluation: In the new semester system, students' performances are assessed through Mid-Term Exams, Practicals, and PPT Presentations. Additionally, various cultural activities are organized, with students being judged on their participation and creativity. Practice Teaching (B.Ed. II Semester): Students are sent for practice teaching during the second semester. To evaluate their teaching abilities, a Criticism Plan is conducted at designated centers. Internship (B.Ed. II Year): During the second year, students undertake an Internship

where they gain hands-on experience in teaching. The entire process is designed to develop their teaching skills. For evaluation, feedback is received from the Principal and Faculty Members of the internship centers.

20.Distance education/online education:

Distance Education/Online Education While our institution does not have a dedicated distance education wing, Online Education is actively encouraged and practiced. Faculty members conduct online classes to ensure continuous learning, especially during challenging times. Key initiatives include: During the COVID-19 period, we began conducting online lectures through audio mode during the lockdown in 2021-22 to maintain the flow of education. In addition, digital notes in the form of PDFs and PPTs were provided to students to support their learning and ensure access to essential study materials.

Extended Profile

1.Student

2.1	209
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	200
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	220
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	205
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Number of outgoing / final year students during the year:		
File Description	Documents	
Data Template	View File	
2.5 Number of graduating students during the year		205
File Description	Documents	
Data Template	View File	
2.6 Number of students enrolled during the year		209
File Description	Documents	
Data Template	View File	
2. Institution		
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):		3050577
4.2 Total number of computers on campus for academic purposes		60
3. Teacher		
5.1 Number of full-time teachers during the year:		23
File Description	Documents	
Data Template	View File	
Data Template	View File	
5.2 Number of sanctioned posts for the year:		30
Part B		
CURRICULAR ASPECTS		

1.1 - Curriculum Planning

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

Dr. Virendra Swarup Institute of Professional Studies, Kanpur, affiliated with CSJM University, offers a comprehensive education. Our curriculum combines compulsory papers, optional papers, practicum, community work, and internships.

Academic Planning:

- Curriculum Committee creates a detailed academic calendar before each session - Collaboration among teaching staff and principal ensures organized academic activities and schedules - Timetable aligned with syllabus, assigning papers and topics to faculty members

Orientation and Curriculum Delivery:

- Orientation program for B.Ed. students covering theoretical and practical components - Explanation of curriculum delivery and evaluation methods

Innovative Teaching Techniques:

- Language teachers use computer-aided methods - Science teachers employ hands-on techniques - Micro and macro teaching methods with field experience for practical teaching skills

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	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	View File

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

C. Any 3 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

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

B. Any 3 of the Above

**students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers**

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

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	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	nil

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	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

69

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

69

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

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

414

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

414

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

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 two-year academic session, our institution offers a

comprehensive curriculum designed to help students acquire and demonstrate essential knowledge and skills. This journey begins with an Orientation Program, where the institute, known as the VSIPS Family, officially welcomes new students. During this program, all faculty members provide vital information about the curriculum, covering subjects, practicum work, co-curricular activities, and the evaluation process. This orientation serves to familiarize students with both the academic and practical aspects of their education.

As part of their training, students are introduced to various teaching methodologies through Micro and Macro Teaching techniques, focusing on core skills such as Introduction and Explanation. Faculty members prioritize the development of these teaching skills to prepare students for effective classroom practices.

To further enhance their abilities, students can practice these skills at designated teaching centers, allowing them to apply their learning in real-world settings. This hands-on experience ensures that they are well-prepared to become competent and effective educators.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

During the two-year academic session, our institution offers a well-rounded curriculum designed to equip students with both theoretical knowledge and practical skills. This comprehensive approach ensures that students gain a deep understanding of their field and develop the necessary competencies to excel in their professional careers.

At the start of each academic year, the institution hosts an

Orientation Program to warmly welcome new students (freshers) into the VSIPS family. This orientation introduces students to the institution's culture, values, and academic expectations, providing a crucial opportunity for them to become familiar with the various components of their curriculum.

During the orientation, faculty members provide:

- Detailed information about the curriculum.
- Information on additional activities designed to complement academic learning and foster holistic development.
- An explanation of the methods and criteria used to assess student performance.

To enhance students' teaching abilities, the institution incorporates a variety of pedagogical methods. Students are introduced to micro and macro teaching techniques, which include essential aspects of teaching such as lesson introduction, explanation, and other instructional strategies. These hands-on experiences allow students to apply their learning in practical scenarios, helping them to develop and refine their teaching capabilities, and ensuring they are well-prepared for future classroom practices.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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 is dedicated to thoroughly preparing students for their future careers as educators through extensive practicum work and hands-on training. To equip students for the professional field, structured classes focus on essential procedures and documentation. Training includes:

- **Action Research Projects:** Students learn to conduct and document research addressing specific educational challenges, enhancing teaching practices.
- **Cumulative Records:** Instruction covers creating and managing records that track student progress and achievements over time.
- **Teacher’s Diary:** Students maintain a diary to reflect on daily teaching experiences and interactions, fostering self-reflection.
- **Block Teaching:** Students gain experience in delivering extended lessons, and developing lesson planning and classroom management skills.
- **Achievement Tests:** Training on designing and administering tests helps assess student learning and performance.

Additionally, students participate in internship programs at various schools, where they engage in daily teaching activities, manage classroom dynamics, and interact with students. This hands-on experience provides valuable insights into the teaching profession and prepares them to handle diverse classroom situations effectively. Through this comprehensive training, students are well-prepared for successful careers as professional teachers.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.4 - Feedback System

<p>1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI</p>	<p>Three of the above</p>
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File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

209

2.1.1.1 - Number of students enrolled during the year

209

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

125

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

125

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	No File Uploaded
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	View File
Any other relevant information	No File Uploaded

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

18

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

18

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	No File Uploaded

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.

The effectiveness progress report of our institution enhances opportunities for students to demonstrate improved learning outcomes in the teaching-learning process. Our institution has a robust assessment system to evaluate student learning outcomes through Unit Tests and Mid-term Exams. Grades are awarded based on students' class performance and regular attendance, motivating them to strive for excellence.

We encourage students to participate in various inter-college and university-level competitions, providing a platform to showcase and express their hidden talents. Additionally, we organize remedial classes to support weaker students, ensuring that every learner has the opportunity to improve and succeed. This comprehensive approach fosters a supportive learning environment, helping students achieve their academic goals and develop their skills effectively.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File

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

Six/Five of the above

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

<p>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</p>	<p>All of the above</p>
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

1:20

2.2.4.1 - Number of mentors in the Institution

1:20

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File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

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 participation in various activities organized at both the college and university levels. Collaborative learning sessions are conducted, allowing students to work in groups and support each other's learning.

We organize brainstorming sessions, debate competitions, and quiz competitions in both online and offline modes to achieve better learning outcomes. Classroom seminars and workshops are also held to provide hands-on experience to students. To promote intellectual growth, we facilitate group discussions and relevant brainstorming sessions.

In line with the New Education Policy, CSJM University implemented the Semester System for the B.Ed. program starting in the 2021-23 session, enriching the teaching and learning experience for students. By following a multi-dimensional approach and promoting active participation, we aim to foster a dynamic and engaging learning environment that prepares students for their future careers.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

15

File Description	Documents
Data as per Data Template	View File
Link to LMS	www.lms.vsips.org
Any other relevant information	View File

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

418

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://meet.google.com/ocp-acva-mnf
Any other relevant information	View File

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 students, we provide enthusiastic support that encourages them to utilize their skills. We conduct professional development programs and personality development sessions aimed at fostering essential professional attributes. Students work in teams to promote professional ethics and embrace collaborative learning, which helps them navigate diversity.

Our faculty members stay updated with new innovations in education to effectively guide students on contemporary teaching and learning practices. They actively participate in various Faculty Development Programs for self-growth, enhancing their teaching methods and improving learning outcomes.

We also organize team discussions, such as staff meetings, to address students' problems and requirements, providing suitable solutions.

From the 2021-23 session, CSJM University implemented the Semester System for the B.Ed. program to enrich the teaching and learning experience. We employ multi-dimensional teaching methods and encourage students to participate in various activities organized at both college and university levels. These include debates, extempore competitions, brainstorming sessions, and speech competitions, all aimed at enhancing students' skills and fostering their personality.

development .

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	View File

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

Our college organizes various skill development programs, including professional development, personality development programs, and ideal-based cultural activities.

In our professional development initiatives, we conduct Art/Craft workshops sponsored by Pidilite, aimed at fostering creativity and showcasing artistic skills. During these workshops, students learn about various innovations in craft and create numerous items, applying their talents and skills.

To further enhance their professional growth, we celebrate the birthdays of eminent personalities to teach life skills and encourage students to adopt the ideas of these prominent figures.

Additionally, we conduct motivational lectures and personality development classes to help students develop essential professional skills.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4 - Competency and Skill Development

<p>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)</p>	<p>Seven/Eight of the above</p>
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	View File

<p>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</p>	<p>Ten/All of the above</p>
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learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	
File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File
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 situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback	All of the above
File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File
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	All of the above

activities Performance tests Oral assessment Rating Scales	
File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	View File
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	All of the above
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File
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	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	View File

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	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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 Programme is a systematically planned initiative, with necessary preparations in place. The institute secures permission from the B.S.A., as well as private, government, aided, and self-financing schools, to facilitate this process. School internship is a key component of the B.Ed. course, allowing each student to practice teaching in a school environment and undertake all the responsibilities of a teacher. This hands-on experience enables trainees to understand teaching in real-life situations and immerse themselves in the school atmosphere while collaborating with student teachers and the community.

Starting from the 2021-23 session, in line with the NEP 2020

guidelines, CSJM University implemented the Semester System for the B.Ed. program to enhance the teaching and learning experience. The program includes 30 days of Practice Teaching in Semester II and a 4-month Internship in Semester III.

Prior to their placements, our institute's faculty prepare students thoroughly by guiding them on how to create lesson plans, unit plans, achievement tests, and maintaining a teacher's diary as well as conducting action research. This comprehensive training equips student teachers with the essential skills needed to become responsible and effective teachers.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

205

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

**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	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

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.

The institute adopts an effective mentoring mechanism during the internship program, where teacher educators act as guides, advisors, and counselors. They support learners in skill development by enhancing their abilities through observation and assessment. Teacher educators focus on delivering knowledge through innovative methods, simplifying the learning process, and helping students explore their hidden talents.

Additionally, teacher education maintains feedback from sessions and various activities, which assists students in reconstructing and enhancing their skills in new ways. This comprehensive support has significantly improved students' self-confidence, communication, and listening skills, ensuring they are well-prepared for their future roles as teachers.

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

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')

All of the above

to be read as “TEIs” for PG programmes)

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

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	Five of the above
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File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality

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

23

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
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	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	View File

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

23

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

23

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

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 make the teaching-learning process interactive and engaging, our teachers continuously update themselves with new innovative methods and techniques. They employ various modes of teaching while adhering

to digital ethics, enhancing the learning experience for students. We utilize a range of digital platforms, including Teachmint, Google Meet, Google Classroom, Zoom, and YouTube, to facilitate effective learning.

Our faculty members participate in webinars, workshops, and seminars to enhance their knowledge and stay current with educational trends. Additionally, we promote team teaching to support collaborative group learning, fostering a dynamic educational environment that benefits all students. Through these initiatives, we aim to create a rich and engaging learning atmosphere that inspires students and encourages active participation.

File Description	Documents
Documentary evidence to support the claim	View File
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, and to ensure student progress, a structured evaluation system has been designed and implemented. Class tests, unit tests, half-yearly exams, and viva-voce assessments are conducted in alignment with the university examination pattern.

To prepare students for practical and theory examinations, the institute organizes Mock Viva-voce, PPT presentations, and pre-university exams. An important question bank of multiple-choice questions is provided for each subject to aid in study and preparation.

Due to the COVID-19 pandemic and lockdown, all offline educational activities were suspended, and our institute opted for an online teaching-learning evaluation process to maintain continuity in education. This adaptation ensured that students continued to receive the necessary evaluation and support during challenging times.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
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	View File
Annual Institutional plan of action for internal evaluation	View File
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 providing solutions to ensure a smooth teaching-learning process. Specifically regarding examinations, this cell offers support in various ways. Students can approach teachers and the principal to resolve any examination-related grievances.

We assist students who may have missed an exam for valid reasons by guiding them through the process of applying for re-examinations and back papers. For students who score lower marks in any subject, we provide remedial classes to help them improve their performance in

future exams. The cell also acknowledges grievances related to reevaluation; students dissatisfied with their evaluation can apply for re-checking.

Our institution follows an open evaluation system, which further facilitates transparency and convenience for students. This commitment to addressing grievances ensures that students receive the support they need to succeed academically.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
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 adheres to the Academic Calendar provided by CSJM University, and at the beginning of each session, we prepare an in-house academic calendar to ensure smooth functioning. This calendar outlines the conduct of examinations and other activities throughout the academic session.

Following this calendar, teaching faculty create plans to ensure the timely delivery of the syllabus. Each teacher adheres to a strict agenda, which is discussed during staff meetings. This structured timeline allows staff to complete the syllabus on schedule, providing students ample time to prepare and practice for year-end examinations.

Continuous evaluation is conducted throughout the year via regular tests, objective assessments, projects, student paper presentations, seminars, and quizzes. Mid-term tests and examinations are organized to prepare students for university assessments. Corrected answer scripts are shown to students for scrutiny, fostering a better understanding of their performance.

Progress reports are prepared by the staff in-charge, categorized by pedagogy, and handed over to parents in person after each test. Parents and guardians are encouraged to monitor their children's performance and take remedial measures if needed, ensuring a collaborative approach to student success.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
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 a smooth teaching-learning process and achieve positive results, we emphasize various learning outcomes, including program learning outcomes and course learning outcomes.

In Program Outcomes, our focus is on developing essential competencies such as teaching skills, pedagogical strategies, critical thinking, effective communication, content analysis, professional ethics, self-directed learning, physical development, and teamwork.

In Course Learning Outcomes, we aim to cultivate specific learning outcomes related to individual subjects. Our goal is to help students understand the processes and purposes of learning different disciplines while promoting awareness of diversity, inequality, and marginalization. This comprehensive approach ensures that students are not only equipped with knowledge but also with the skills necessary to navigate and contribute positively to an increasingly complex world.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.7.2 - Pass percentage of Students during the year

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

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 assess whether the desired learning outcomes are being achieved. Assessment methods include class tests, unit tests, and participation in various curricular and co-curricular activities. Our students engage in activities at both the college and university levels, promoting a well-rounded educational experience.

To foster holistic development, we ensure active participation in diverse 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 students to showcase their talents digitally, equipping them with the necessary technological skills to thrive in a digital world. This multifaceted approach not only enhances their academic performance but also prepares them for future challenges, ensuring they are well-rounded individuals ready to contribute to society.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	View File

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

199

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

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 Learning Needs

- We regularly observe our students' performance to determine whether the desired learning outcomes are being met.
- Assessment methods include class tests, unit tests, and participation in various curricular and co-curricular activities.
- We ensure that students actively participate in seminars and webinars organized by our college as well as by other institutions.
- Our students engage in activities at both the college and university levels, broadening their educational experience.
- To promote holistic development, we encourage active participation in activities such as art and craft, extempore speaking, and brainstorming sessions.
- To enhance our students' personalities, we conduct a range of workshops, including personality development, professional development programs, self-defense training, yoga, physical exercises, and initiatives related to mental health and well-being.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<http://vsips.org/SSS/2022-23.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)

00

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

Three of the above

functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

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

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

One of the above

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

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC

website during the year**3**

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

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**16**

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
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	View File
Any other relevant information	View File

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****11**

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

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

100

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

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

136

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

136

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	View File

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 a cornerstone of our college since its inception, embodying one of our foundational principles. The community service initiatives are primarily led by the NSS units, social welfare committees, and various clubs focused on environmental issues, human rights, and legal awareness.

Our outreach programs include awareness campaigns conducted through rallies, Nukkad Nataks, and interactive talks, which help students understand the importance of giving back to society. The NSS units regularly organize cleanliness drives during the Swachhata Abhiyan and host 5- to 7-day NSS camps to engage students in community service.

Students conduct door-to-door surveys, lead rallies to spread awareness, and visit slum areas to educate residents about their rights to education. Additionally, through programs like "Vrahad Vraksharopan," they plant saplings in the college vicinity to promote environmental sustainability.

Community outreach activities also include visits to old age homes, slum areas, inclusive schools, and initiatives focused on eco-sustainability. These experiences are designed to develop leadership skills, empathy, and a service-oriented mindset in our students, preparing them to make a positive impact in their communities.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

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

2

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

6

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

6

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

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

3

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

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	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

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

Our institute is well-equipped with adequate facilities for teaching and learning, featuring 10 classrooms, each with a seating capacity of 50 students. While the minimum requirement set by statutory bodies is 8 classrooms, we have expanded this to 10 to better accommodate our students. One classroom and a seminar hall are outfitted with ICT resources, including a computer, projector, speaker, and microphone, enhancing the learning experience.

Additionally, the institute provides a hygienic cafeteria for students to enjoy refreshments. We also have a sports ground on campus, facilitating various in-house sports activities.

Our laboratories include dedicated spaces for science, environment, and computer studies. The Computer Lab is equipped with 60 fully operational PCs connected via LAN cables. To ensure seamless internet access, a high-speed broadband connection is installed. Furthermore, a shared printer and scanner are available to support the technology needs of our students, enabling them to produce hard copies of their work efficiently.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	No File Uploaded
Any other relevant information	View File

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	View File
Geo-tagged photographs	No File Uploaded
Link to relevant page on the Institutional website	http://www.vsips.org/infra.php
Any other relevant information	View File

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

3050577

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
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 is an application designed to store and manage various associated activities, such as issuing and

returning books, calculating fines, and more. Utilizing library software for these tasks offers significant convenience and efficiency. Currently, our institute does not have such software in place, but we plan to install a Library Management System in the future to enhance our library operations and improve the overall user experience for students and staff.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	nil
Any other relevant information	View File

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

WE HAVE NO DATA RELATED TO THIS POINT.

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	View File
Receipts of subscription /membership to e-resources	View File
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)**31388**

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

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	View File
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	View File

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

None of the above

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

File Description	Documents
Data as per Data Template	No File Uploaded
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

Our institute has taken several steps to enhance the teaching and learning experience through technology:

- A subscription to the ZOOM meeting application has been acquired to conduct various webinars and online classes, with a Language Lab set up on 03/10/2023.
- Smart classrooms are equipped with necessary technology to facilitate interactive learning.
- Wireless internet and other support equipment were installed on 21/08/2023 to ensure reliable connectivity.
- CCTV cameras were installed on 30/08/2021 for enhanced security on campus.
- Teachmint is utilized for conducting online classes and unit tests.
- Google Meet is employed for additional online classes, while Google Forms are used for various quizzes and assessments.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

1:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	No File Uploaded
Any other relevant information	View File

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	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
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

One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/@poonammadan37/streams
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	https://www.youtube.com/@poonammadan37/streams
Any other relevant information	View File

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)**

3050577

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
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 implemented effective tools and services for maintaining and utilizing its facilities. Regular maintenance of essential facilities is conducted under the supervision of various advisory committees, chaired by the principal. Our extensive set of ICT tools includes computers, LAN-based and wireless (Wi-Fi) internet, printers, scanners, and other electronic and electrical devices, all of which contribute to the smooth functioning of both academic and administrative operations. This structured approach ensures that all resources are well-maintained and accessible, supporting our commitment to quality education.

File Description	Documents
Appropriate link(s) on the institutional website	http://vsips.org/infra.php
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,

Three of the above

**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**

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

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	View File

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

C. Any 2 of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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)

One of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	View File
Any other relevant information	View File

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
72	205

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

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).

34

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

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	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

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 established a Student Representative body known as the "Student Council," which is elected annually at the beginning of the academic year. This council provides students with a voice and serves as a platform for their concerns and ideas. The primary objective of the Student Council is to foster leadership qualities and a sense of responsibility among students.

The Student Council plays a crucial role in assessing the teaching, learning, and support services provided by the institution. It organizes various events, extracurricular activities, competitions, and expert talks. Representatives gather feedback on the activities conducted by faculty and the college, as well as how students perceive the decisions made by college authorities.

The responsibilities of the Student Council include:

- Assisting in maintaining discipline and conducting assemblies and functions.
- Acting as a liaison between faculty and students.
- Organizing cultural and educational activities.
- Reporting issues to higher authorities.
- Bringing student concerns to the attention of relevant authorities.
- Expressing views on the overall functioning of the college and suggesting improvements.
- Upholding overall discipline within the institution.

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

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

10

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

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 Alumni Association plays a vital role in the growth and development of the college through various contributions:

Connectivity

1. The Alumni Association establishes a strong network among all students, fostering connections that benefit current and past members.
2. It keeps the college informed about the placements of graduated students, creating a feedback loop that enhances the institution's reputation.
3. The association provides valuable information about job opportunities in schools, helping to align the curriculum with market demands and organize relevant activities.
4. Alumni offer constructive suggestions that contribute to the overall improvement of the college, aiding in its publicity and outreach efforts.
5. The Alumni Association also coordinates various activities related to career counseling, ensuring students are well-prepared for their futures.

Placement

1. To enhance students' readiness for placement, the Alumni Association arranges training sessions focused on essential skills.
2. Guest lectures on personality development are organized to boost students' confidence and effectiveness in the job market.
3. Training activities are conducted throughout the year to prepare prospective teachers for successful placements, ensuring they are equipped with the necessary skills and knowledge to excel in their careers.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

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

Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

3

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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 services at the college demonstrate an incremental trend. The alumni association was registered on 25th February 2019 (Registration No. KAP/09344/2018-19) under the Registration of Societies Act 21, 1860. The primary goal of the alumni association is to leverage the network and skills of trained students for the benefit of current students and the overall development of the college. To achieve this, the association organizes interactions and various activities with alumni.

Similarly, the placement cell was registered on 19th March 2019 (Registration No. KAP/10196/2018-19) under the same act. The main objective of the placement cell is to support trained students in securing appropriate positions aligned with their skills and abilities. To facilitate this, the cell organizes placement drives, inviting renowned institutions to hire the college's trained candidates, thereby fulfilling the recruitment needs of these institutions.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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 reflects effective leadership and a participatory mechanism aligned with its vision and mission. Faculty members are represented in various committees and cells, allowing them to showcase their abilities through the conduct of diverse programs. They are encouraged to develop leadership skills by taking charge of academic and co-curricular activities, including the authority to organize seminars and workshops.

Students are empowered to play an active role as coordinators of curricular and co-curricular activities and social service groups. The planning for the academic session begins with a well-designed academic calendar prescribed by the University. To fulfill the institution's mission and vision, a strategic action plan is created to guide the overall management.

This approach ensures that all members of the institution are fully informed and engaged, fostering a collaborative environment that promotes institutional growth. Through these mechanisms, the governance structure encourages participation, enhances professional development, and supports the holistic development of both faculty and students, ultimately contributing to the institution's success.

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

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 decentralizes academic and administrative matters by forming various committees comprising teachers and student representatives, each with specific objectives to achieve the institution's vision. In the decision-making process, every committee member is given complete freedom to express their views and opinions, which are considered for enhancing the college's

functions.

The governing body delegates academic and operational decisions based on established policies to various monitoring committees headed by the Principal. This approach ensures that the institution's vision and mission are fulfilled while fostering a collaborative environment that encourages participation and input from all stakeholders. By valuing diverse perspectives, the college promotes continuous improvement and innovation in its operations, ultimately contributing to a more effective and responsive educational environment.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

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 upholds complete transparency in its financial, academic, administrative, and auxiliary functions. A compulsory orientation program is conducted for all students upon admission, where the entire academic plan is clearly explained. The internal assessment includes various components, ensuring students receive their evaluated answer sheets and online Google Form exams. This process allows for monitoring students' progress, performance, and fairness in evaluation. The fee structure is minimal and conducted online, in accordance with UGC norms. Admission candidates are selected strictly based on counseling merit.

Transparency in Administrative Functioning: The recruitment process and staff promotions are carried out with utmost transparency. All posts are advertised in newspapers, and the list of screened candidates invited for interviews is publicly displayed at the university level. Salary statements are also made available, reinforcing the commitment to transparency in all administrative functions. This systematic approach ensures that all stakeholders are informed and engaged, fostering trust and integrity within the institution.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
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: While the institution currently offers only a B.Ed. program, students are encouraged to engage in small projects related to their subjects. Faculty members are motivated to write quality thematic and research articles, with the aim of publishing them in reputable journals.

Library, ICT, and Physical Infrastructure/Instrumentation: The college library is well-equipped with an adequate number of books and journals to support the B.Ed. program. Each year, new books and journals are added to keep both teachers and students updated. The management promotes the use of technology, ensuring that adequate physical infrastructure, including computer and curriculum labs, is in place.

Human Resource Management: The college management adheres to a policy of recruiting fully qualified teachers in accordance with UGC/NCTE guidelines and the qualifications prescribed by the affiliating university. Staff members are selected based on merit to provide quality education to B.Ed. students.

Examination and Evaluation: The institution follows the examination and evaluation pattern set by the affiliating university. In addition to unit tests and pre-university exams conducted annually, online tests in the form of multiple-choice questions (MCQs) were implemented during the COVID-19 pandemic, utilizing Google Forms for assessments.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	NIL
Documentary evidence in support of the claim	View File
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-financed, affiliated college, the institution adheres to the rules and regulations set forth by CSJM University, the State Government, and the UGC. All significant academic and administrative affairs require permission from the management, which comprises a Secretary, a Joint Secretary, and various members of the Management Committee. At the institutional level, the Principal holds the final authority, responsible for informing the management about the college's activities and requirements. As the head of the institution, the Principal oversees all academic and administrative functions. In her absence, one or two senior faculty members are designated to manage the institution. Several committees are established to handle academic, administrative, and co-curricular activities, including the Examination Committee, Academic Monitoring Committee, Student Welfare Committee, Anti-Ragging Committee, and NSS Committee.

File Description	Documents
Link to organogram on the institutional website	NIL
Documentary evidence in support of the claim	View File
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 Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

One/Two of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
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.

The institute forms various committees, bodies, and cells, each with clearly defined functions aimed at fostering the overall development of the institution. To ensure effective implementation and improvement, the following committees have been established:

1. **Academic Monitoring Committee:** This is responsible for designing, regulating, and implementing various academic activities.
2. **Training, Placement, and Career Counselling Cell:** This cell focuses on activities related to student placement and career guidance.
3. **Research Committee:** It helps to plan various research initiatives and student welfare activities.
4. **National Service Scheme (NSS):** It aims to incorporate social welfare initiatives into the student experience.
5. **Women's Grievance Redressal Cell:** It provides support for female students, teaching staff, and non-teaching staff regarding issues of sexual harassment.
6. **Anti-Ragging Cell:** It is dedicated to preventing ragging within the college.

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

The management actively supports both teaching and non-teaching staff through various initiatives.

For Teaching Staff: The institute reimburses expenditures incurred by faculty members for publishing papers in conferences, Faculty Development Programs (FDP), and seminars outside the college. On festive occasions, gifts are provided to celebrate their contributions. The institute also organizes workshops, seminars, and conferences aimed at skill development. Additionally, medical leave is granted to teachers to ensure their well-being.

For Non-Teaching Staff: The management offers provident fund (P.F.) benefits and medical assistance to non-teaching employees. Similar to teaching staff, non-teaching employees receive gifts during festivals as a gesture of appreciation.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
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	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	View File
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	No File Uploaded

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

1

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

13

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
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 faculty members is evaluated through an annual self-assessment as part of the Performance-Based Appraisal System (PBAS). Promotions are determined based on the PBAS Performa for the UGC Career Advancement Scheme (CAS), which relies on the API score. Faculty members are encouraged to engage in a variety of activities beyond academics, with additional duties often being voluntary. The institute recognizes and assigns appropriate weightage to these contributions in their overall performance assessments.

Non-Teaching Staff: Non-teaching staff undergo annual assessments through confidential reports and performance appraisals. Their evaluation is based on various parameters, including character, departmental abilities, work ethic, discipline, reliability, interpersonal relationships with superiors, subordinates, colleagues, and the public, as well as technical skills and efficiency in document organization. Promotions and financial upgrades for all employees are granted under the Assured Career Progression (ACP) scheme, ensuring recognition and advancement for satisfactory performance.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
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 at the college are conducted by outsourcing the work to a registered chartered account firm, Saxena Rahul & Associates, appointed by the college management committee as the internal auditor for the session. They perform the audit according to established norms, checking and verifying vouchers across all types of accounts annually. The auditors also review previous records and take necessary actions based on their findings. The details of the college's income and expenditure are prepared by the college accountant for onward transmission to the internal auditing officer through the proper channel, which is the Secretary of the college.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
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)

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View File
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View File
Any other relevant information	No File Uploaded

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 effectively implements various quality enhancement activities by mobilizing resources from multiple sources to support new programs, extension activities, student welfare, and staff career advancement.

Mobilization of Funds:

- Fees collected from students of self-financed streams by CUET (Lucknow)
- Contributions made by the alumni
- Scholarships from the Samaj Kalyan Department
- Funds for extension activities, such as webinars
- Endowments

Utilization of Resources:

- Payment of staff salaries
- Infrastructure augmentation, including waste management and tree plantation
- Library maintenance, including purchasing books and journals
- Organizing seminars, conferences, workshops, and training programs
- Career development programs and faculty empowerment initiatives
- Seed money to motivate faculty participation in national seminars, conferences, and journal publications
- Academic and cultural events throughout the year, including quiz competitions, talent shows, and intercollegiate competitions
- Facilitation of national days
- Organizing extension activities such as Each One Teach Five and awareness programs in slum areas
- Health and education awareness programs through rallies and campaigns for environmental awareness
- Provision of materials, aids, and medicine for first aid purposes
- Organizing health awareness programs on campus
- Welfare measures for teaching and non-teaching staff
- Distribution of welfare items to orphanages, old age homes, special schools, and other needed places

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
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

The Internal Quality Assurance Cell (IQAC) plays a crucial role in enhancing various quality matters within the institution. It initiates, plans, and supervises activities aimed at improving the quality of education. At the beginning of each session, a quality initiative plan is discussed with the Principal and IQAC members to outline initiatives for the year, and responsibilities are assigned to various staff members for execution. Regular meetings are held to review progress and seek appraisals of the work done.

The IQAC encourages faculty to take initiatives related to teaching, student support, and best practices while maintaining records of meeting minutes, which are presented to the Principal and management. It promotes the use of modern teaching methods and organizes seminars, workshops, and teaching programs throughout the academic year. Additionally, the IQAC seeks and reviews feedback from various stakeholders and takes prompt action based on their input. Various events, including expert talks and community-related initiatives, are also organized under the patronage of the IQAC, further contributing to the institution's commitment to quality enhancement.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
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 Internal Quality Assurance Cell (IQAC) continuously reviews and implements measures to enhance the quality of the teaching-learning process. An academic calendar is prepared in advance, displayed, and circulated within the institution, strictly adhering to schedules for admissions, summer and winter vacations, examination timelines, and the declaration of results. All newly admitted students are required to attend an orientation program, where they learn about the unique education system, teaching-learning processes, continuous evaluation methods, various curricular activities, and the institution's discipline and culture.

Before the session commences, students are informed about the timetable and course syllabi. The IQAC reviews the quality of academic activities planned and discussed in academic committee meetings. It also holds its own meetings to evaluate the quality of the teaching-learning process. Remedial and enrichment classes are regular features of the college, aimed at helping underachievers improve their grades while facilitating meritorious students to secure positions at the university level. Feedback from students is collected, thoroughly analyzed, and shared with the Principal, Deans, and individual faculty members, leading to necessary revisions and improvements in the teaching-learning process.

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

11

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

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	View File
Link to the minutes of the meeting of IQAC	http://vsips.org/MINUTES/2022-23.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://vsips.org/agar_reports/2021-22.pdf
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
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 at the college demonstrate an incremental trend. The alumni association was registered on 25th February 2019 (Registration No. KAP/09344/2018-19) under the Registration of Societies Act 21, 1860. The primary goal of the alumni association is to leverage the network and skills of trained students for the benefit of current students and the overall development of the college. To achieve this, the association organizes interactions and various activities with alumni.

Similarly, the placement cell was registered on 19th March 2019 (Registration No. KAP/10196/2018-19) under the same act. The main objective of the placement cell is to support trained students in securing appropriate positions aligned with their skills and abilities. To facilitate this, the cell organizes placement drives, inviting renowned institutions to hire the college's trained candidates, thereby fulfilling the recruitment needs of these institutions.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
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.

Energy conservation is crucial for reducing power consumption through efficient practices and strategies. Our institution's "Energy Conservation Cell" implements a comprehensive energy conservation policy, taking various actions over time. The initiatives undertaken by our institute include:

- Well-designed buildings that maximize the use of natural light

and ventilation.

- Sensitizing staff and students to turn off lights, fans, and other appliances when not in use.
- Using air conditioners only when necessary.
- Implementing modern, cost-efficient LED lighting.
- Replacing high-wattage conventional CRT monitors with energy-efficient TFT/low-power LCD monitors in laboratories, offices, and the library.
- Encouraging students to participate in outdoor games.
- Utilizing energy-efficient appliances with timers and energy star ratings, such as split ACs and 4-star rated refrigerators.
- Organizing programs related to energy conservation to raise awareness among students.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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

The college is committed to maintaining a clean, green, and safe campus through a clear policy on waste management and disposal. To achieve this, the college actively involves students, teachers, and staff in the waste management process. The steps taken by the college include:

- Hiring staff for daily campus cleaning to ensure a hygienic environment.
- Encouraging collaboration among students, teachers, and staff to maintain cleanliness and greenery on campus.
- Using covered dustbins to safely dump waste generated from daily cleaning activities.
- Collecting electronic waste materials separately, sorting them for reuse, and safely disposing of the rest by designated personnel.
- Installing separate dustbins for solid waste and liquid waste in all necessary locations across the college.
- Minimizing waste generation by reusing useful waste materials whenever possible.

- **Raising awareness among stakeholders about the benefits of maintaining a clean, green, and safe campus.**

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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	View File
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	View File

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

Two of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	No File Uploaded
Any other relevant information	View File

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

Environmental Commitment

Dr. Virendra Swarup Institute of Professional Studies is dedicated to maintaining sanitation, enhancing green cover, and fostering a pollution-free, healthy environment. Key initiatives include:

- **Regular Cleaning:** The cleaning staff disinfects bathrooms, classrooms, and common areas multiple times a day.
- **Waste Management:** Dustbins are strategically placed throughout the college premises to encourage proper waste disposal and promote a pollution-free environment.
- **Sustainable Transportation:** Students and staff are encouraged to use bicycles or e-vehicles to reduce carbon emissions, and the use of plastic is strictly banned on campus.
- **Green Cover:** The college campus features numerous trees and plants, contributing to a lush green environment.
- **Community Service:** Cleanliness activities are organized as part of the National Service Scheme (NSS) community service.
- **Environmental Awareness Programs:** The college hosts events like Environment Day, Energy Conservation Day, and rallies to raise awareness about issues like single-use plastic.
- **Digital Initiatives:** Efforts are being made to transition to a paperless institution by promoting online classes, exams via Google Forms, and disseminating information through WhatsApp.
- **Environmental Education:** Environmental education is taught as a subject to B.Ed. second-semester students, making it one of their favorite subjects.
- **Welcome Gifts:** The college presents saplings as welcome gifts to guests, reinforcing its commitment to environmental sustainability.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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
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File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
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)

35575

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

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

College Location and Community Engagement

Our college, affiliated with CSJMU (Kanpur University), is situated in Kanpur Nagar, benefiting from a strategic location that enhances the student experience. Key advantages include:

- **Accessibility:** The college enjoys good connectivity via public transport, making it easily accessible for students.
- **Green Locality:** The surrounding area is characterized by ample greenery and eco-friendly spaces, promoting a healthy environment for students.
- **Safety:** The nearby Pink Chauki, located within a 2 km radius, enhances safety and security for our female students.

- **Cleanliness:** The college premises are well-maintained, ensuring a clean and pleasant atmosphere.
- **Community Awareness Programs:** The college organizes various awareness programs to benefit both the community and students, including:
 - Blood donation drives
 - Cleanliness awareness campaigns
 - Nutrition awareness initiatives
 - Traffic rules education
 - Safety awareness programs
 - Yoga sessions for mental health awareness

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

<p>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</p>	<p>A. All of the above</p>
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File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	View File

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: Instilling Civic Responsibilities in Students Through Community Service

Objectives:

- To engage students in social activities that enhance citizenship roles and social networking skills.
- To create a linkage between higher learning institutions and the surrounding community.

Practice: Embracing social responsibility empowers students to recognize their roles in fostering a harmonious society. By acknowledging their civic duties, students develop social awareness, tolerance, and cooperation, ultimately becoming responsible and engaged citizens. The NSS unit of our college organizes various initiatives, including voluntary blood donation camps to ensure a safe blood supply and Road Safety Awareness Programs that promote civic sense. Additionally, women's awareness programs are conducted to empower female community members. Beyond these initiatives, the NSS unit and student representatives organize extension activities and outreach programs in various areas, emphasizing the importance of community service.

Practice 2: Instilling Environmental Responsibility and Awareness in Students

Objectives:

- To cultivate a profound appreciation for nature and inspire the preservation of natural resources and endangered plant species.

Practice: Our college prioritizes environmental sustainability through active participation in tree plantation drives and maintaining a clean campus, fostering a healthy environment for the community. Recognizing the need for a pollution-free environment, we regularly organize programs focused on afforestation and conservation. Notable events include workshops on "Best Out of Waste," Biodiversity Programs, Environmental Protection and Awareness campaigns, Ozone Day, Water Conservation Awareness initiatives, and Cleanliness Campaigns. Through these efforts, we aim to instill a sense of responsibility and awareness toward environmental stewardship in our students.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

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

Our college adopts a unique approach to delivering comprehensive education that aligns with global standards of quality and value-based learning. To facilitate seamless access to digital resources, we provide:

- Study materials on various online platforms.
- Audio-visual lectures and online classes.
- Revision classes, complete with keynotes and practice questions.
- Targeted support for exam preparation, tailored to individual needs.

By leveraging technology and innovative learning methods, we empower our students to excel academically and reach their full potential.

In addition to academic excellence, our college prioritizes the comprehensive development of students, recognizing the equal importance of mental and physical growth. To achieve this, we offer regular yoga and sports classes, empowering students to harmonize their minds and bodies. Through yoga, students appreciate the value of wellness and adopt a holistic approach to health and well-being.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File