



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **HUMERA KHAN COLLEGE OF EDUCATION**

H.K. CAMPUS, ADJACENT MHADA COMPLEX, PRATIKSHA NAGAR,  
OSHIWARA, JOGESHWARI (W),  
400102  
[www.hkce.edu.in](http://www.hkce.edu.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**February 2024**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

The Humera Khan College of Education (HKCE) is located in Jogeshwari, Mumbai. Humera Khan College of Education was established in 2004, HKCE is affiliated to the University of Mumbai. It is a self-financed institution and is recognized by the National Council for Teacher Education (NCTE). The institution is recognized by UGC.. The college is run by the Maharashtra Educational Society (MES) which was established in the year 1989 under the dynamic leadership of well-known educationist Prof. Javed Khan. MES is a Public Charitable Trust registered under the Society's Registration Act

and Bombay Public Trust Act. MES has always been committed to the cause of providing high-quality education at various levels. From its humble beginnings in 1989 , the Society today has grown into a big educational complex imparting high-level education to a large number of students. The Founder President of the society was Prof.Javed Khan, General secretary Mr. Waseem Khan and theTrustee Smt. Humera Khan, The objective of the society is to provide quality education with fine exposure to practical knowledge of industry & businesses. At MES, we strongly believe the fact that the base for all development is education, and hence the need to set up a society for educational activities was initiated. The energy and dynamism of the youth today, need

to be channelized into productive pathways. All these institutions aim at identifying and harnessing the potential of youth to its maximum in areas that provide a competitive edge to deal with the demands of markets and economies of tomorrow.

The faculty at Humera Khan College of Education is highly qualified and experienced. They are dedicated in providing students with quality education and training. The college has excellent facilities which include well-equipped classrooms, laboratories, library, etc. This helps students learn better and prepares them for their future careers.

The B.Ed., College made its humble genesis with an enlightened mission. As a Hindi linguistic Minority, its purpose is to impart Quality education to society. it strives to develop creativity, innovation constructivism, skills positive attitude, and interest in learners continuously and consistently

### **Vision**

Shaping the pupil teachers to shoulder the responsibility of shaping the future youth of the nation.

### **Mission**

To develop teaching potential among the pupil teachers.

? To produce intellectually sound, socially concerned, valued, law-abiding teachers with the right attitudes and ideas.

? To acquaint our trainees with excellent soft skills, teaching skills, methodologies and innovative teaching strategies.

? To develop among the teachers self-confidence, and a sense of social commitment for betterment of society.

? To become a Centre of Excellence in teacher education.

? To provide course in teacher education, marked and defined by value-education, global outlook, and interdisciplinarity.

? To prepare pupil teachers efficient teachers with deep knowledge of pedagogy.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

#### Institutional Strength

- ◆ ? Affiliated to the University of Mumbai.
- ◆ ? Well qualified staff and techno savvy faculty members
- ◆ ? Well-equipped and spacious classrooms
- ◆ ? Technologically equipped classrooms with Smart Boards.
- ◆ ? Fully furnished Computer laboratory.
- ◆ ? Computerized Library
- ◆ ? Campus Interviews with successful placement
- ◆ Celebration of various cultural events
- ◆ ? 24/7 CCTV Surveillance on campus
- ◆ Participation in Community outreach
- ◆ Good relationship with practice teaching schools.
- ◆ Student centered teaching learning approach
- ◆ Guidance for competitive exams - TET/ MH-TET/ CET
- ◆ Educational visits / internship / action research projects carried out by students.
- ◆ Book bank facility
- ◆ Effective Student Council
- ◆ Adequate student support services
- ◆ Value Added Courses introduced.

### **Institutional Weakness**

#### Institutional Weakness

- ◆ Less Library facilities No of books
- ◆ Delay in admission process by CET Cell
- ◆ Limited facilities for Special children

### **Institutional Opportunity**

#### Institutional Opportunity

- ◆ Providing training program for usage of ICT in teaching learning process
- ◆ Collaboration with practice teaching schools and taking initiatives in providing quality education.

## **Institutional Challenge**

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### **Institutional Challenge**

- ♦ Providing the differential needs of differently abled students in inclusive classrooms.
- ♦ Delay in declaration of university exam results affecting student teachers' placement

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Our college i.e. Humera Khan College of Education, Jogeshwari, Mumbai is affiliated to the University of Mumbai and it follows its syllabus. We do not make changes in the syllabus at our level. But its effective implementation is in our hand, hence we plan to execute it effectively. For the effective implementation of the curriculum, the broad vision, mission, and goals of the college are kept in mind. We have various well-structured processes that enable communication and dialogue among the various stakeholder groups and the university within the larger societal contexts.

Curriculum of the Institutions is very helpful in providing opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas. The contents in the B.Ed. syllabus are helpful in providing knowledge about all the aspects of Teaching and learning. Knowledge is imparted through content enrichment, methodology courses, micro teaching workshop and observation of model lessons by alumni and method masters. Numerous teacher relevant skills are developed through the course syllabi, workshops, and training programmes. In addition to the Ability Courses prescribed in the syllabus, Value Added Courses are developed and implemented with skill development as the major objective.

Every day morning assembly picks up a theme of moral or social significance which is elaborated and helps in formation of positive attitude. Prayer, Significance of the day, Pledge, Thought for the day, Activity of the day and National Anthem are the elements of assembly. These help in inculcating positive attitude required to live in multicultural society like India.

The institution undertakes various measures to familiarize students with the diversities in school system in India as well as abroad.. Lectures are arranged in which Alumni who work in various board schools give their practical experience of their boards. It helps our students have the Comparative perspective .

The college's assembly programme supports students' overall development by enhancing their other skills and linguistic ability.

Events of many kinds are organized to commemorate national and international Days, such as Independence Day, Republic Day, Mental Health Day, and Language Days.

## **Teaching-learning and Evaluation**

**Experiential Learning:** While teaching the course content experiences are designed for students to engage in them and further reflect upon these experiences. Thus experiential learning happens through linking abstract concepts to personal experiences and students' life.

**Problem Solving Methodologies:** Inquiry based learning approaches, projects and case studies are incorporated in transacting the theoretical course contents wherein student teacher identifies the problem, defines it and systematically solves it.

**Brainstorming and Focused Group Discussion:** Brainstorming strategy is used whenever varied perspectives and variety ideas need to be generated while developing theoretical concepts. When planning co-curricular activities also brain storming is initiated for the spontaneous contribution of creative ideas and solutions.

**Online Mode of teaching- learning:** Classes when conducted in the online mode, different online meeting platforms like Google Meet, Microsoft Teams and Zoom were used for content delivery. Online lesson transaction, practice teaching, assessment, placement interview, seminars and workshops were conducted successfully.

Our college is providing continual mentoring by teachers, a valuable strategy for developing professional attributes in students. This ongoing guidance and support contribute to the holistic development of students, helping them acquire the skills and qualities necessary for success in their future professional endeavors.

Our College conducts the internship programme through rigorous planning, organisation, and execution. Selection of schools: Each year, the college first establishes the aims and objectives of the internship programme in accordance with the academic calendar. Students' educational backgrounds, residences, and preferences for morning or afternoon schools are taken into account when picking their schools at the start of the academic year.

Humera Khan College of Education adopts the effective monitoring mechanisms during the internship programme. HKCE trains the students to be an excellent teachers during their course in the college they adopt effective way of monitoring the students during the internship:

Mentoring these students has been an effective way of knowing more about each and every student.

Faculty participation in a variety of programs hosted by other educational institutions is encouraged by the college. Additionally, it plans yearly seminar, conferences and faculty enrichment programs to support educators in developing their careers and gaining fresh perspectives.

## **Infrastructure and Learning Resources**

**Humera Khan College of Education is a well-maintained institution with a variety of facilities, including classrooms, principal's cabin, administrative cabin, computer lab, science lab, art and craft room, visitor's room, restrooms, parking, playground fitness room and library. The institution has fully ICT-enabled classrooms and halls in its campus, incorporating computers, projectors, safety cameras, and various ICT facilities. High-speed internet access is provided by 7Sai Net Solutions Pvt. Ltd., and the college has classrooms, computer labs, and libraries equipped with LAN-connected PCs. Classrooms have LCD projectors, screens, and audio systems for educational purposes. Classrooms have 25 desk computers, 1 laptop, and computer for 5 faculty members. Technicians handle hardware and ICT facility maintenance, with Microsoft Office 365 and Windows 10 operating systems. The college library provides students with a comprehensive experience. The library offers a variety of materials, including reference books, textbooks, encyclopaedias, dictionaries, e-books, periodicals, and newspapers. The college also offers free websites and e-journals, as well as Shodhganga, a free online repository launched by the University Grants Commission of India. The college maintains its infrastructure efficiently, with a responsible manager evaluating needs and creating budgets.**

**The Humera Khan College of Education maintains its infrastructural facilities efficiently, with a responsible manager responsible for evaluating needs and creating budgets. The management committee authorizes funding and approves the budget. Library purchases are set annually, and faculty members supply necessary list of books. Internal technicians maintain computers, while the ICT department maintains biometric attendance ,CCTV cameras, fire safety equipment, air conditioners, and plumbing. Daily cleaning of classrooms, library, labs, restrooms, and hallways is also done by support workers.**

### **Student Support and Progression**

The college offers a wide range of initiatives for capability building and skill enhancement, including workshops on resume writing, career guidance talks, professional skills development through Mahindra Pride, and sessions on improving English proficiency. It also has a strong student support system in place. Courses include Action research add-on course, Innovative Practices, Reflective Practices, Stress Management through Yoga, Mental Health and Wellbeing, and Course on Stem Learning and Teaching.

Other kinds of financial aid, placement support, fee reductions, and the option to pay in installments are all available to students. By encouraging students to participate in, organize, and carry out the institution's various extracurricular and curricular events, such as the Intercollegiate and Interschool Digital Poster Making Competition, the Online Poetry Making Competition, and Sports, the student council plays a critical role in guaranteeing the smooth operation of activities. Day, cultural events, special gatherings on national and international holidays, webinar planning, social media creative preparation, assistance with conference, seminar, workshop, and guest lecture arrangements, etc.

An active alumni community plans events and activities for the benefit of the school and the present enrollment. Numerous alumni of our school occupy important roles as coordinators, teachers, principals, academic leaders, and business owners. Additionally, they assist our pupils in placement in schools through the provision of career guidance. They are vital in assisting students in acquiring the abilities required to succeed in their careers as teachers by providing mentorship, support, finance, and talent identification. They also offer strategies for becoming proficient teachers to address regional and worldwide issues. The organization values member participation and input highly since it helps to close any gaps in the curriculum.

There are procedures in place for both offline and online grievance submission, the college website provides guidelines for students, and the institution maintains a grievance committee. Additionally, the organization offers a timely and transparent grievance redressal system. The organization's direction The counseling cell has an on-staff counselor that provides students with the necessary support, as well as several awareness programs.

## **Governance, Leadership and Management**

Our college Humera Khan College of Education, is run by the Maharashtra Educational Society under the dynamic leadership of Prof. Javed Khan, ex-Minister for Education, Govt. of Maharashtra. Our institute's commitment to fostering academic achievement and developing young minds through knowledge, skills, and values is reflected in its vision and mission statement. The ultimate goal is to provide prospective teachers with excellent instruction and preparation that is in line with new developments in the field of education. Humera Khan College of Education consists of various committees that help to present and implement resolutions/decisions. IQAC in our college, the Internal Quality Assurance Cell (IQAC), plays a crucial role in ensuring and enhancing the quality of education and the overall functioning of our institution. The Performance Appraisal System has played a vital role in assessing employee performance, motivating them, analysing their strengths and areas for improvement, and ultimately leading to enhanced overall performance. Various value-added courses are organised by HKCE: yoga seminars are organised by experts in our college; a grooming session for the interview was organised by the alumni of our college, which would benefit the students; and a mental wellness programme was organised by the college to understand how mental wellness is equally important for the students in our college. The organisation has a clear plan that includes long-term and short-term objectives that are in line with its vision and mission. HKCE has both short-term and long-term perspective plans and development plans. The short-term strategic plan focuses on aspects such as proper curriculum delivery, teaching-learning enhancement, innovation, community services, and skill development in students. On the other hand, the long-term perspective plan emphasises qualitative and quantitative growth, post-graduation opportunities for students, the establishment of a research cell, and efforts for assessment and accreditation by NAAC. These plans highlight the trust's proactive and efficient functioning.

## **Institutional Values and Best Practices**

Humera Khan College of Education provides lots of opportunities in the development of values and social responsibility. We conducted workshops on mental wellness, awareness and grooming for interviews, women's defense. Implementing clean environment biodegradable waste, Solid waste management and Vermi Compost Pit (recycling organic waste), creating awareness regarding maintenance of water bodies and distribution system in campus. We also took initiative in Creating awareness about Rain water Harvesting. Green campus initiatives are taken by the institution to promote sustainable practices, and create an eco-friendly campus. The Institution has disabled-friendly, barrier free environment. The college Organized national and international events. It helps foster a sense of community, raises awareness about important issues, and promotes cultural diversity. HKCE relentlessly encourages students about **BEST PRACTICE** which include special Assembly, Co- Curricular activities, Tree plantation, Beach cleaning drive, community work, workshop on self-defence, mental wellness etc.

## **Research and Outreach Activities**

### **RESEARCH:**

The institution gives faculty members duty leave for professional growth and research. Our college encourages the faculty as well as student teachers to attend the workshops / training programs to promote research approach.

The Research cell actively focuses on helping students build their research aptitude and skill. The college supports and encourages its faculty and student teachers to get involved in research work.

Our college often conducts research studies based on various aspects of education, including teaching methodologies, curriculum aspect, and educational technology. Through action research, faculty and students are involved in action research projects that focus on addressing educational challenges as well as improving teaching and learning processes in real educational set up.

### **Outreach Activities :**

Through orientation sessions, expert talks, and outreach activities such as Social Awareness programs on various topics, Mental Health Programs, Beach Cleanliness drives, and Blood Donation Drives we get success in reaching the community and in inculcating good social values among students. To aid the underprivileged, outreach activities are also promoted through the teaching learning process.

HKCE often encourages faculty members and students to engage with local communities through various initiatives, such as community service projects, social awareness programs or workshops. Establishing partnerships with practice teaching schools encourages students to conduct social awareness activities during their internship program. Our colleges conduct awareness campaigns on educational issues, literacy, and the importance of quality education within the community. A rally was carried out for Electoral Literacy.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	HUMERA KHAN COLLEGE OF EDUCATION
Address	H.K. Campus, Adjacent Mhada Complex, Pratiksha Nagar, Oshiwara, Jogeshwari (W),
City	Mumbai
State	Maharashtra
Pin	400102
Website	<a href="http://www.hkce.edu.in">www.hkce.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Masarrat Saheb Ali	022-26776221	9773692578	022-26790095	principal@hkce.edu.in
IQAC / CIQA coordinator	Sandhya Sushil Sarwade	022-26774639	9969743325	022-26790095	sandhya.sarwade@hkce.edu.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority-Certificate.pdf</a>
If Yes, Specify minority status	
Religious	
Linguistic	HINDI LINGUISTIC MINORITY
Any Other	

<b>Establishment Details</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Maharashtra	University of Mumbai	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC				
12B of UGC				
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
NCTE	<a href="#">View Document</a>	23-03-2022	10	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	H.K. Campus, Adjacent Mhada Complex, Pratiksha Nagar, Oshiwara, Jogeshwari (W),	Urban	9142.1	2055.98

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd, Education,	24	Graduation	English	100	95

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				7			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				1				7			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				5			
Recruited	0	0	0	0	0	1	0	1	1	4	0	5
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				7
Recruited	0	0	0	0
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	3	1	0	4
Yet to Recruit				0

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

### **Qualification Details of the Teaching Staff**

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

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	0	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	3	0	4
UG	0	0	0	0	0	0	0	0	0	0

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	7	0	0	0	7
	Female	88	0	0	0	88
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	1	0	0
	Female	2	0	1	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	3	2	8	7
	Female	37	53	83	88
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>42</b>	<b>56</b>	<b>92</b>	<b>95</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	Students from different disciplines i.e. Arts, Science and Commerce join B.Ed. course and study together in each semester. We have one interdisciplinary course in each semester. They are 'Gender, School, and Society', 'Education management', 'language across the curriculum' and 'Creating an inclusive school'. Hence the college is fully prepared to implement NEP.
2. Academic bank of credits (ABC):	In B.Ed. programme if for any reason any student drops out it becomes difficult to continue and complete B.Ed. Due to NEP students will get opportunity to continue their programme and exchange the credits earned so far. The college has

	arranged certificate course .It will be given credits when the parent university adopts this pattern. Students will be guided to join Swayam Online course where students can earn credits.
3. Skill development:	In B.Ed. programme lots of opportunities are there for skill development. Students learn teaching skills, social skills and life skills. Daily Assembly programme and celebration of various days help them to develop social skills. Each student has to take part in seminars, workshops and cultural programmes. They get opportunities to work in groups hence life skills are developed • Outcome based education provided : In the syllabus of each course; objectives are mentioned which can be helpful in deciding learning outcomes. Question papers are set keeping in mind the objectives and learning outcomes of the syllabus.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	NEP advocates appropriate integration of Indian knowledge system. It already exists in our syllabus. B.Ed. syllabus is very flexible in this context. Ancient Education is a part of our syllabus. Option of writing answers in University approved languages is given to student. Hence Indian languages are encouraged. Online course on Indian knowledge system will be made available for students.
5. Focus on Outcome based education (OBE):	The new B.Ed. syllabus which has been prepared for integrated B.Ed. Course has mentioned learning outcomes. The Focus will be given to outcome-based education.
6. Distance education/online education:	While implementing NEP, students will be allowed to do any online course of their choice which can be from any discipline. Credits will be given after completion of that course.

### **Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes



<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>ELC has arrange a rally to have electoral literacy in the society</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The rally was arranged by ELC of the college for electoral literacy is a part of the awareness drive.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Students of B.Ed. course join this course after completing their graduation or post graduation programme, hence they are above the age of 18 years. They are usually 20+ years of age. They all have enrolled for electoral roll</p>

# Extended Profile

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## 1 Students

### 1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
95	94	56	42	001
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		

### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	001
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
001	02	01	02	001
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

### 1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	56	42	001	001
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

**1.5**

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	56	42	001	001
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**1.6**

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

2022-23	2021-22	2020-21	2019-20	2018-19
95	90	56	42	001
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

**2 Teachers**

**2.1**

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	07	04	04	001

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the appointment orders issued to the tea	<a href="#">View Document</a>

## 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	7	7	7

File Description	Document
University letter with respect to sanction of p	<a href="#">View Document</a>

## 3 Institution

### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
22.77	12.54	11.21	12.48	1.01211

File Description	Document
Audited Income Expenditure statement year wise d	<a href="#">View Document</a>

### 3.2

### Number of Computers in the institution for academic purposes..

#### Response: 16

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>

## **4. Quality Indicator Framework(QIF)**

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### **Criterion 1 - Curricular Aspects**

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#### **1.1 Curriculum Planning**

##### **1.1.1**

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

**Response:**

Our college i.e. Humera Khan College of Education, Jogeshwari, Mumbai, is affiliated with the University of Mumbai, and it follows its syllabus. The curriculum of the B.Ed. course is governed by the University of Mumbai for its affiliated colleges; we do not make changes to the syllabus at our level. But its effective implementation is in our hands; hence, we plan to execute it effectively. For the effective implementation of the curriculum, the broad vision, mission, and goals of the college are kept in mind. We have various well-structured processes that enable communication and dialogue among the various stakeholder groups and the university within larger societal contexts. Various college-level committees prepare broad guidelines and frameworks to suit the requirements of different courses under B.Ed. at the departmental level. Staff meetings are held before the start of new semesters to discuss and plan the execution of courses in the subsequent semester. Teaching focus, class assignments, and internal assessment are discussed in detail. The college has a regular practice of inviting external experts with a view to ensure quality of education and objectivity in the teaching-learning processes. We also focus on Mid-semester curriculum execution meetings to ensure whether the prepared plan is being followed or if any changes are required. The feedback from the students at the end of each session gives us an overview of what should be improved and removed to make the teaching process and content more student friendly. Being an affiliated institution of the University of Mumbai, the college does not have much freedom in revising or removing the content, but the college considers the feedback every year based on the views received from experts, employers, Practice Teaching schools, students, alumni, teachers, etc. so that necessary actions can be taken for the overall improvement. We involved our students in a 36-hour certificate course in the “New Educator Programme” organized by Mahindra Pride Classroom, Naandi Foundation, as per the local demand, which is an additional input and helps us make our students better teachers.

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

### 1.1.2

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

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

1. **Faculty of the institution**
2. **Head/Principal of the institution**
3. **Schools including Practice teaching schools**
4. **Employers**
5. **Experts**
6. **Students**
7. **Alumni**

**Response:** A. Any 5 or more of the above

<b>File Description</b>	<b>Document</b>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View Document</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 1.1.3

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

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

**Response:** A. All of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

**Response:** 47.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	9	10	9	0

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

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

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View Document</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 1.2.2

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

**Response:** 0.4

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

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

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Brochure and course content along with CLOs of value-added courses	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 1.2.3

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

**Response:** 35.07

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



2022-23	2021-22	2020-21	2019-20	2018-19
66	35	0	0	0

<b>File Description</b>	<b>Document</b>
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**1.2.4**

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

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

**Response:** E. None of the above

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

**1.2.5**

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

**Response:** 0

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

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

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

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

#### **Response:**

Curriculum of the Institutions is very helpful in providing opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas. The curriculum at the institutional level is framed and implemented to enable development of requisite knowledge, skills, values, and attitude required in today's teacher.

#### **Knowledge**

The contents in the B.Ed. syllabus are helpful in providing knowledge about all the aspects of Teaching and learning. The curriculum is prepared at the University level by an expert committee consisting of teacher educators from various institutions. They have tried to include all the necessary theories of Teaching and learning. While implementing the curriculum care is taken to check the learning outcomes given in the syllabus. It helps in developing critical thinking and reasoning. Seminars, debate, discussions, projects etc. are employed in an interdisciplinary approach for a universal perspective of acquisition of knowledge. This enables the prospective teachers to examine the impact of different theories and practices in students' learning, keeping in view its moral and ethical implications. Content Pedagogical Knowledge enables the student teachers to translate, reorganise and adapt the content and make it more comprehensible and accessible to their students. Knowledge is imparted through content enrichment, methodology courses, micro teaching workshop and observation of model lessons by alumni and method masters. Student teachers develop Procedural Knowledge relevant for different levels of school education and skills specific to one's chosen pedagogy subjects of specialization through demonstrations, observation of school teachers' teaching and active mentoring. This is further enhanced through practice lessons given by them during the different phases of internship where the lessons are predominantly developed on the constructivist school of thoughts. Using approaches like discovery learning, inquiry learning, laboratory work, creative writing, etc. Use of ICT and its enabled applications are used. Student teachers are also familiarised with different alternative modes of assessment. Student teachers show their ability to extrapolate the knowledge attained in various domains and apply them in new situations with competence.

#### **Skills**

Numerous teacher relevant skills are developed through the course syllabi, workshops, and training programmes. In addition to the Ability Courses prescribed in the syllabus, Value Added Courses are developed and implemented with skill development as the major objective. Most prominent skills developed are ICT skills, Communication skills, Collaboration skills, Soft Skills, Creativity, Critical Thinking, Emotional Wellbeing, and Financial Management etc. In addition to these, certain pedagogy subject relevant skills are also developed. For e.g. in the subject of Science, the skill of improvisation of experiments and equipment is encouraged. Various literary activities and competitions are organised which improve the creative writing and expression skills of the student teachers. They are encouraged to

write reports of activities, put them on social media. Hence they learn the skills required for handling social media. Teachers need a variety of skills to become proficient in their careers. Students learn about emotional intelligence, critical thinking, negotiation and communication, collaborative skills, self-esteem, stress management, and positive thinking. Team building skills are developed in the classrooms. Students are involved in group work and discussion.

### **Attitudes**

Every day morning assembly picks up a theme of moral or social significance which is elaborated and helps in formation of positive attitude. Prayer, Significance of the day, Pledge, Thought for the day, Activity of the day and National Anthem are the elements of assembly. These help in inculcating positive attitude required to live in multicultural society like India. The institution extensively organises community service activities and this helps develop a sense of social connectedness and responsibility. The institution strives to make sure that the student teachers possess the right attitude towards teaching as well. The issues of gender, environment sustainability, human values, and professional ethics also get equal representation in the curriculum. The college also recognizes the importance of value-based education. Human Values are, admittedly, the most precious of all values. The contents in the B.Ed. syllabus are helpful in providing knowledge about all the aspects of Teaching and learning. The curriculum is prepared at the University level by an expert committee consisting of teacher educators from various institutions. They have tried to include all the necessary theories of Teaching and learning. While implementing the curriculum care is taken to check the learning outcomes given in the syllabus. It helps in developing critical thinking and reasoning. Seminars debate, discussions, projects etc. are employed in an interdisciplinary approach for a universal perspective of acquisition of knowledge. This enables the prospective teachers to examine the impact of different theories and practices in students' learning, keeping in view its moral and ethical implications. Content Pedagogical Knowledge enables the student teachers to translate, reorganise and adapt the content and make it more comprehensible and accessible to their students. Knowledge is imparted through content enrichment, methodology courses, micro teaching workshop and observation of model lessons by alumni and method experts. Student teachers develop Procedural Knowledge relevant for different levels of school education and skills specific to one's chosen pedagogy subjects of specialization through demonstrations, observation of school teachers' teaching and active mentoring. This is further enhanced through practice lessons given by them during the different phases of internship where the lessons are predominantly developed on the constructivist school of thoughts. Using approaches like discovery learning, inquiry learning, laboratory work, creative writing, etc. Use of ICT and its enabled applications are used. Student teachers are also familiarised with different alternative modes of assessment. Student teachers show their ability to extrapolate the knowledge attained in various domains and apply them in new situations with competence.

<b>File Description</b>	<b>Document</b>
Photographs indicating the participation of students, if any	<a href="#">View Document</a>
List of activities conducted in support of the above	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 1.3.2

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

**Response:**

The institution undertakes various measures to familiarize students with the diversities in school system in India as well as abroad. Development. The institution organizes talk and consultation with persons affiliated to the different boards of education functioning in India. College helps to address each differently abled child's unique combination of needs. Our ex-students work in schools of various Boards. When they visit the institute, we ask them to share their experiences to our present batch students. The B.Ed. curriculum covers areas related to different aspects of various boards of school education. While transacting these syllabus areas various strategies are employed to ensure that the students are familiarized with the diversities of these boards. For instance, during Semester I, in the Knowledge & Curriculum course, topics on curriculum development is developed through analysis of curriculum of various boards. During semester II, in the Educational Management Course, Characteristics of state, national and international systems of education – A Comparative study related to SSC, ICSE, CBSE, IB, IGCSE Boards of Education, is well elaborated. Student teachers are assigned to schools of both state board and CBSE board during their internships. People affiliated to different boards are invited to give expert talks about the boards they represent. During placement drive schools representing different Boards of Education are invited to participate in it. Alumni interaction helps understand the differences in functioning among the boards. Workshop on objectives based evaluation conducted in the college trains the students in writing objectives clearly and using the appropriate evaluation items to measure the achievement of these objectives. After this training they conduct a unit test during their practice teaching and document the process through filing all details. Result are announced to the school students and a verbal feedback is also given. Norms and standards School visits, talks by experts, case studies, placement orientations and internships help student teachers understand the norms and standards embraced by each institution. State-wise variations in the curriculum, pedagogy and evaluation systems are familiarized through text book analyses, document analyses and case studies. International and comparative perspective Expert talks by alumni working in different parts of the globe are organized in order to develop an international and comparative perspective of the education of a particular foreign country with India. These talks cover topics like Teaching as a profession in that particular country, subjects and a general idea of content taught and assessment. Students also do their internship in various socio economic background schools which include schools run by municipal corporation, Aided and Unaided schools.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 1.3.3

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

#### **Response:**

Students get theoretical and practical knowledge of all the aspects of teaching and learning during the two years B.Ed. programme. It includes .....

- ♦ Morning assembly which provides experiences of leadership and confidence. Daily they read some educational news also which enrich their experience.
- ♦ Micro teaching workshop provides initial teaching experiences.
- ♦ Lesson plan workshop helps in enriching planning thoroughly , using various online and offline resources for planning and teaching.
- ♦ Evaluation workshop provides the students with various techniques of assessment and various strategies used by various boards.
- ♦ Art and Drama workshop helps to use how to use drama in teaching. Action Research workshop make them familiar with research conducted by beginners.
- ♦ Preparation of Teaching Aid workshop helps in learn the skills to prepare charts models and digital teaching aids.
- ♦ Theory papers acquaint them with sociological and philosophical aspects of education. Courses like ‘Childhood and Growing Up’ ‘Teaching and Learning’ helps to understand Psychological understanding of learners. Interdisciplinary courses like ‘Gender School and Society’ ‘ Educational Management’ ‘Language across the curriculum’ and ‘Creating an inclusive school’ helps to understand various discipline. It prepares for NEP 2020 also. Ability Courses like ‘Critical Understanding of ICT’ and ‘Reading and reflecting on texts provide hands on experiences wit technology and critical thinking.
- ♦ Pedagogy subjects master them in teaching that particular subject specifically and overall teaching in general.
- ♦ A series of co curricular activities enrich their knowledge, skills and positive attitude towards the society. Activities include celebration of special days, sports and cultural activities.
- ♦ Periodic essays, Class tests, Preliminary Exams and Board Exams make them continuous learners.

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

## 1.4 Feedback System

### 1.4.1

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

**Structured feedback is obtained from**

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 1.4.2

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

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

<b>File Description</b>	<b>Document</b>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

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

**Response:** 76.6

File Description	Document
Document relating to Sanction of intake from University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Approved admission list year-wise/ program-wise	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

#### 2.1.2

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

**Response:** 60

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

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

File Description	Document
Final admission list published by the HEI	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	<a href="#">View Document</a>

### 2.1.3

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

**Response:** 0

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

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

#### File Description

Data as per Data Template

#### Document

[View Document](#)

## 2.2 Honoring Student Diversity

### 2.2.1

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

**Response:**

**HKCE provides various assessments in the college to identify the levels of learning as well as the readiness for teacher training of the newly admitted student teachers. Based on these assessments the college organizes differentiated programs in accordance to the needs of the students.**

**Talent Hunt:**

**The program starts with an Institutional Induction program during which the principal and staff members interact with the freshers. There is a self-introduction and Ice-Breaking session. During the initial weeks of the program, the college organizes a Talent Hunt Event to better understand the artistic abilities and interests of the student teachers.**

**Teaching skills are developed in the trainees through comprehensive training in micro skills, lesson plan preparation and practice teaching. During internship the student teachers are assigned a school teacher as a mentor who guides them in school observation and practice teaching.**

**Peer mentoring is also structured in such a manner that it is mutually benefitting.**

**Several co-curricular activities are organized in college and student teachers are encouraged to participate in these activities as well as in the competitions organized by other colleges based on their talents, interests and hobbies.**



<b>File Description</b>	<b>Document</b>
The documents showing the performance of students at the entry level	<a href="#">View Document</a>

### 2.2.2

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

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**
6. **Assistive Devices and Adaptive Structures (for the differently abled)**
7. **Multilingual interactions and inputs**

**Response:** A. Any 5 or more of the above

<b>File Description</b>	<b>Document</b>
Reports with seal and signature of Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.2.3

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

**Response:** As an institutionalized activity in accordance with learner needs

<b>File Description</b>	<b>Document</b>
Reports with seal and signature of the Principal	<a href="#">View Document</a>

### 2.2.4

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

**Response:** 15.83

**2.2.4.1 Number of mentors in the Institution**

Response: 6

**File Description**

**Document**

Relevant documents of mentor-mentee activities with seal and signature of the Principal

[View Document](#)

Data as per Data Template

[View Document](#)

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

**The Humera Khan College of Education facilitates learning through competence-based teaching learning approaches from a perspective that knowledge, attitudes and skills, are actively acquired by the learner him- or herself. These approaches include expository teaching of direct instruction to learner-centered differentiated teaching.**

**Experiential Learning:**

**While teaching the course content experiences are designed for students to engage in them and further reflect upon these experiences. Thus, experiential learning happens through linking abstract concepts to personal experiences and student's life.**

**Participative Learning:**

**Student teachers are actively engaged in the learning process when they take part in street play, role play, brain storming, student council and imaginary case studies. Student teachers engage in script writing, direction and enactment in various co-curricular activities and community outreach activities.**

**Problem Solving Methodologies:**

**Inquiry based learning approaches, projects and case studies are incorporated in transacting the theoretical course contents wherein student teachers identify the problem, defines it and systematically solves it.**

### **Brainstorming and Focused Group Discussion:**

**Brainstorming strategy is used whenever varied perspectives and variety ideas need to be generated while developing theoretical concepts. When planning co-curricular activities also brainstorming is initiated for the spontaneous contribution of creative ideas and solutions.**

### **Online Mode of teaching- learning:**

**Classes when conducted in the online mode, different online meeting platforms like Google Meet, Microsoft Teams and Zoom were used for content delivery. Online lesson transaction, practice teaching, assessment, placement interview, seminars and workshops were conducted successfully.**

<b>File Description</b>	<b>Document</b>
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>

### **2.3.2**

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

**Response: 36**

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	2	2	00

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### **2.3.3**

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

**Response:** 89.47

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

Response: 85

<b>File Description</b>	<b>Document</b>
Programme wise list of students using ICT support	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### **2.3.4**

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

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

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View Document</a>
Geo-tagged photographs wherever applicable	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### **2.3.5**

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

**Response:**

Humera Khan College of Education providing continual mentoring by teachers, a valuable strategy for developing professional attributes in students. This ongoing guidance and support contribute to the holistic development of students, helping them acquire the skills and qualities necessary for success in their future professional endeavors. Here are key aspects of how continual mentoring fosters the development of professional attributes in students:

Skill Development: Teachers can identify and nurture specific skills relevant to the students' chosen

professions. Ongoing mentorship allows for the refinement and application of skills through real-world scenarios and projects.

**Career Guidance:** Mentors provide insights into different career paths, industries, and opportunities.

Teachers can offer advice on educational pathways, professional certifications, and potential career trajectories based on individual student interests.

**Feedback and Reflection:** Regular feedback from mentors helps students understand their strengths and areas for improvement.

**Problem-Solving and Critical Thinking:** Mentors can present real-world challenges for students to solve.

Through guided discussions, students develop critical thinking skills and learn to approach problems with a solutions-oriented mindset.

**Time Management and Organization:** Mentors help students develop effective time management and organizational skills. Through mentorship, students learn to prioritize tasks, set deadlines, and manage their workload efficiently.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

### 2.3.6

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

- 1. Special lectures by experts**
- 2. 'Book reading' & discussion on it**
- 3. Discussion on recent policies & regulations**
- 4. Teacher presented seminars for benefit of teachers & students**
- 5. Use of media for various aspects of education**
- 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

**Response:** C. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

### 2.3.7

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

**Response:**

HKCE organized Teaching learning creativity by organizing Talent Hunt, cultural activities, public speaking competition, Debate competition, Elocution, Role play, workshop for handloom, Making 3D model Increasing innovativeness by organizing various poster making and pottery competition. Aim of teaching and learning activities aim to create rich, meaningful, and transformative learning experiences that empower learners to reach their full potential and contribute positively to society, to promote understanding and appreciation of diverse cultures, perspectives, and ethical principles, fostering global citizenship and responsible behavior.

Talent Hunt organized by our college nurtures creativity, innovativeness among the students' Thinking skills is enhanced by competition such as quiz and debate which enable thinking ability in the students, to promote social skills such as communication, teamwork, empathy, and conflict resolution, as well as emotional skills such as self-awareness, self-regulation, and resilience.

Inspirational movie like Black was show cased in the class which nurtures empathy among the students. Inspirational movie always fills the students in with values. educational movies have the potential to ignite curiosity, foster empathy, and inspire action, making them valuable resources for motivating learners and enhancing the educational experience.

Watching concepts being applied in real-world contexts can help learners understand their relevance and applicability, motivating them to delve deeper into the subject matter.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>

## 2.4 Competency and Skill Development

### 2.4.1

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

- 1.Organizing Learning (lesson plan)
- 2.Developing Teaching Competencies

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

**Response:** C. Any 4 or 5 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

1. Formulating learning objectives
2. Content mapping
3. Lesson planning/ Individualized Education Plans (IEP)
4. Identifying varied student abilities
5. Dealing with student diversity in classrooms
6. Visualising differential learning activities according to student needs
7. Addressing inclusiveness
8. Assessing student learning
9. Mobilizing relevant and varied learning resources
10. Evolving ICT based learning situations
11. Exposure to Braille /Indian languages /Community engagement

**Response:** D. Any 2 or 3 of the above

<b>File Description</b>	<b>Document</b>
Reports and photographs / videos of the activities	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.4.3

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

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

**Response:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.4.4

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

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

**Response:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.4.5



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

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

**Response:** D. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Documentary evidence in respect of each response selected	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### **2.4.6**

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

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

**Response:** C. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Report of the events organized	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### **2.4.7**

**A variety of assignments given and assessed for theory courses through**

- 1.Library work**

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

**Response:** A. Any 4 or more of the above

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

## 2.4.8

**Internship programme is systematically planned with necessary preparedness..**

**Response:**

**Humera Khan College of Education conducted the internship programmed that was successfully carried out by planning, organization, and execution. Selection of schools: Each year, the college first establishes the aims and objectives of the internship programmed in accordance with the academic calendar. Students' educational backgrounds, residences, and preferences for morning or afternoon schools are taken into account when picking their schools at the start of the academic year.**

**Orientation to students:**

**Students also receive a thorough orientation that covers the duration of them internship in different semesters and the activities they will be participating in. To ensure the internship programmed operates successfully, they are divided into groups and allocated to certain schools, with group leaders chosen. The student teachers are given the stationery supplies they will need for the internship, including TPES book, Reflective journal, lesson plan sheets, chalk and duster, and charts.etc. Defining role of teachers of the institution: To give students thorough learning opportunities and chances**

**To practice teaching, the school outlines the duties of its teachers.**

**Assessment of student performance: The guidance teacher and pedagogy instructor provide direction for**

**the students' classes and offer ideas. Based on the framework of the lesson and the activities to be carried**

**out in class, the students provide the guiding instructor with draught lesson plans. After suggestions are**

made and approved, students deliver lessons in the classrooms under the guidance of a teacher educator

who evaluates their effectiveness..

**Exposure to variety of school set ups:** The internship programmed was converted to an online format

because of pandemic situation. On Google Meet and Zoom, students participated in live lessons. The use of

internet resources and teaching aids in class was encouraged. There is exposure to several school boards

mainly in CBSE and SSC.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.4.9

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

**Response:** 5.29

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

Response: 17

File Description	Document
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.4.10

**Nature of internee engagement during internship consists of**

- 1. Classroom teaching**
- 2. Mentoring**

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

**Response:** E. Any 1 or none of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 2.4.11

**Institution adopts effective monitoring mechanisms during internship programme.**

**Response:**

**Humera Khan College of Education adopts an effective monitoring mechanisms during the internship programme. The interns which are following practice teaching should be monitored in their course of internship during which positive feedback would be appreciated so that the students can learn and be better in the coming days.**

**A mentor or an educator should be present in the practice teaching class for guidance of these students.**

**Guidance and effective monitoring is a must during this process of the internship.**

**When monitoring the interns gets clear view about how well the interns are adapting in this new environment and what all key points they need to note down.**

**In this process the interns are evaluated on basis of their daily practice teaching session.**

**The lesson plan prepared by the students during their practice teaching is also a way of evaluating the interns of the B.Ed. college**

**The lesson plan of the students consists of various topic that are assigned to them and evaluation of this lesson plan is done by their educators.**

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the response	<a href="#">View Document</a>

#### 2.4.12

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

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

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

**Response:** D. Any 1 of the above

<b>File Description</b>	<b>Document</b>
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View Document</a>

#### 2.4.13

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

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

**Response:** C. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Any other relevant information	<a href="#">View Document</a>

## 2.5 Teacher Profile and Quality

### 2.5.1

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

**Response:** 71.43

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.5.2**

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

**Response:** 80

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

Response: 4

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

**2.5.3**

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

**Response:** 0

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

Response: 00

<b>File Description</b>	<b>Document</b>
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>

**2.5.4**

**Teachers put-forth efforts to keep themselves updated professionally through**

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

**Response:**

Faculty participation in a variety of programs hosted by other educational institutions is encouraged by the university. Additionally, it plans yearly seminar, conferences and faculty enrichment programs to support educators in developing their careers and gaining fresh perspectives.

The following were a few of the events the organization hosted last five year:

1. Government schemes in Education for women Empowerment
2. Addressing Mental Health Concerns in Classrooms: An Educator’s Approach for Managing Psychological Well-being of Students
3. ‘NAAC Guidelines for SSR Submission

Each faculty member took part in conferences and seminars hosted by other organizations in accordance with their own interest area. Many participated in Faculty Development Programs at the national and international levels in subjects such as Swayam NPTEL Online Courses, Intellectual Property Rights and Artificial Intelligence etc.

File Description	Document
Documentary evidence to support the claims	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.6 Evaluation Process

### 2.6.1

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

**Response:**

At Humera Khan College of Education, a comprehensive internal evaluation methodology for evaluation has been adopted with integrity. To develop necessary competencies and skills, assessment from all aspects is taken into consideration. Through essay tests, Class tests, preliminary examination, students are oriented about various assignments. They develop writing skills and learn how to present. For various assignments and courses, students are motivated to present seminars- activities individually and also in groups.

Through several activities, assignments, and formative, and summative assessments P.Os and C.L.Os are attempted to be achieved. Achievements of PLOs and CLOs are visible in evidence of outcomes. Internal Evaluation through class tests, assignments, essay tests, practice teaching lessons, group work assignments, community work, learning resources, internship and book review as part of formative evaluation. Skills are achieved through teaching-learning like communication skills, group discussion, leadership skills etc.

Summative evaluation is done through university examination.

Students are oriented about the entire B.Ed. the course at the inception and about each semester as and when they commence. All the academic activities are communicated to the students through circulars, notices and timetables on notice boards. Results of all the tests are analysed and necessary feedback is given in time by the respective professor.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View Document</a>

### 2.6.2

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

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

**Response:** A. Any 4 or more of the above

File Description	Document
Details of provisions for improvement and bi-lingual answering	<a href="#">View Document</a>
Copy of university regulation on internal evaluation for teacher education	<a href="#">View Document</a>

### 2.6.3

**Mechanism for grievance redressal related to examination is operationally effective**

**Response:**

The grievance redressal provided by HKCE related to examination is operationally effective. The students that appear the exams during the pandemic had a very different experience which would have made them anxious so our college organized a mock test before the university exam which would help their students understand the university exam better and so that mistakes can be avoided during the university exam and students confidence would increase and to also make the students aware that technical do happen and in that scenario what can be done and how and making them well versed in



using the online way of appearing the examination.

Before this situation when paper system of examination was done the grievance of the student is resolved by rechecking (ATKT) as the main criteria when students faced difficulty in the marking system. The students have a clear way of thinking that they have a way solving their grievances which are related to the exams.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>

#### 2.6.4

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

##### **Response:**

The Academic Calendar is regularly followed by **HUMERA KHAN COLLEGE OF EDUCATION, JOGESHWARI (WEST)** to conduct internal examinations. Since the college is a training institution, its student body consists of about Every academic year, the **F.Y.B.Ed and S.Y.B.Ed** batch. There are four semesters total for the B.Ed. program, with two semesters for each academic year.

Every semester, there are three primary courses for which there are required class tests and essay exams. Thus, there is a total of 1 class test and 1 essay test per semester. Dates for the class test are also provided ahead of time in accordance with the academic calendar, which corresponds to the dates on which all three units are properly covered and part finished. Learning Resources: Study Guides and Materials For the same purpose, the contents are also shared.

Students are given access to a prepared question bank and university question papers for the relevant units to help them prepare on all fronts. Moreover, the pupils are required to write responses to a few questions and get them examined by the instructors prior to the test.

Following every test, there are feedback sessions and paper corrections. Students receive guidance based on the adjustments and changes needed to write responses for every paper. The best response copy (QP) is kept up to date in the library that students are allowed to use.

Apart from a few small adjustments in accordance with the curricula of the partner institutions, internship programs are scheduled at various phases, ranging from semester II to semester IV. The student teacher's progress is regularly tracked and evaluated during the internship. Prior to beginning their internship, the students receive in-house training in teaching techniques and instructional strategies, test preparation, and the creation of year and unit plans. Additionally, these training sessions follow the academic schedule.

The dates for the Action Research project are specified in the academic calendar and are strictly followed. These dates include orientation, guidance, report submission, and viva voce. The academic calendar reserves all co-scholastic areas, and the responsible instructor evaluates each student's participation in them.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>

## 2.7 Student Performance and Learning Outcomes

### 2.7.1

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

**Response:**

Humera College of Education believes in promoting academic excellence and creating humane, self-reliant teachers to meet the local and global challenges. The institution aims in harnessing talents of students and leading them towards holistic development. The PLOs framed by the institution ranges from development of subject matter knowledge to global teacher competencies and contribution towards nation development. The institution conducts an entry level content knowledge and teacher aptitude test for the students who get admitted in the college. This becomes the starting point for the mapping of the achievement of CLOs & PLOs. Various teaching-learning, practicum and other activities are carried out with the aim of achievement of these objectives making the program an outcome based one.

**Development of all the requisite subject matter knowledge integrated with necessary pedagogic skills**

and competencies is attained through various strategies which enable effective critical thinking,

reflection and reasoning. Expositions, seminars/ webinars, debates, discussions, projects etc. are employed in an interdisciplinary approach for a universal perspective of acquisition of knowledge. Procedural Knowledge relevant for different levels of school education skills specific to one's chosen pedagogy subjects of specialization through demonstrations, observation of school teachers' teaching and active mentoring.

**Development of communication skills and other professional competencies are ensured through an**

array of value-added courses including that of English language skills, soft skills technical skills. Courses like, creativity, and innovation among students. In addition to the internship program, various placement sessions, talks, exposures and interactions refines the professional competencies, improves employability and make the students industry ready.. The value-added course on Action Research

provides a systematical training in research designing, statistical analysis and making inferences. They develop analytical, interpretative, and reflective skills through a plethora of debriefing sessions accompanied with various innovative strategies.

Every day morning assembly picks up a theme of moral or social significance which is elaborated through dramatization, storytelling and sharing of life experiences. The student teachers volunteer their time and efforts in community work outside the classrooms and this helps build relationship with the community and develop values of empathy, compassion sacrifice and character building.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.7.2

**Average pass percentage of students during the last five years**

**Response:** 145.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
91	90	53	42	00

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.7.3

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

**Response:**

Humera Khan College of Education strives for comprehensive growth its students ranging from subject matter knowledge, pedagogical practices through entrepreneurial skills to citizenship

development. This is achieved through a spectrum of teaching learning, practicum and enrichment

activities. The college adopts varied approaches of classroom transaction, discussions, debates, seminars, projects, assignments etc. facilitating the attainment of the professional competencies. The performance of the students are fostered through mentoring, tutorials, peer tutoring and counselling sessions. Remediation sessions focus on recognizing study patterns and improving note-taking and note-making skills. Students having issues in English language are mentored through bilingual assistance. Ample opportunities for presentation skills are provided through seminars, assemblies, group work, and workshops, enhancing students' confidence levels. Value added courses offered by the college aims at developing innovative, creative skills and at the same time enable students to gain a more holistic perspective of the profession of teaching and the current challenges associated with it. The institution extensively organizes community service activities and this helps develop a sense of social connectedness and responsibility. These personal attributes are reflected by them in their group interactions. Thus at every step the performance of the student teachers are monitored and their positive development is ensured through appropriate interventions.

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

**2.7.4**

**Performance of outgoing students in internal assessment**

**Response: 100**

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

Response: 90

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

**2.7.5**

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

**Response:**

HUMERA KHAN COLLEGE OF EDUCATION provide platform for students on various tasks on learning needs.

This is done through content test, aptitude test and interview to identify their strengths and weaknesses in relevant subject areas.

Observations and Classroom Performance: Observe students during classroom activities, discussions, and assignments to assess their engagement, participation, and understanding of the content. This firsthand observation can provide insights into their learning needs and areas for improvement.

Feedback from Internship: Gather feedback from supervisors, mentors, and cooperating teachers during the students' internship experiences. This feedback can shed light on their performance,teaching skills, and areas that need further development.

This is done through content test, aptitude test and interview to identify their strengths and weaknesses in relevant subject areas.

Observations and Classroom Performance: Observe students during classroom activities,discussions, and assignments to assess their engagement, participation, and understanding of the content. This firsthand observation can provide insights into their learning needs and areas for improvement.

Feedback from Internship: Gather feedback from supervisors, mentors, and cooperating teachers during the students' internship experiences. This feedback can shed light on their performance, teaching skills, and areas that need further development.

<b>File Description</b>	<b>Document</b>
Documentary evidence in respect to claim	<a href="#">View Document</a>

## 2.8 Student Satisfaction Survey

### 2.8.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.85**

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

Response: 0

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

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

#### File Description

#### Document

Data as per Data Template

[View Document](#)

#### 3.1.2

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

Response: 0

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

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

#### 3.1.3

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

1. Seed money for doctoral studies / research projects
2. Granting study leave for research field work

### 3. Undertaking appraisals of institutional functioning and documentation

#### 4. Facilitating research by providing organizational supports

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

**Response:** E. None of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

#### 3.1.4

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

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

**Response:** E. None of the above

## 3.2 Research Publications

#### 3.2.1

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

**Response:** 0

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

#### 3.2.2

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

**Response:** 0.2

**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

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

**File Description**

**Document**

Data as per Data Template

[View Document](#)

### 3.3 Outreach Activities

**3.3.1**

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

**Response:** 3

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

2022-23	2021-22	2020-21	2019-20	2018-19
08	03	03	01	0

**File Description**

**Document**

Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal

[View Document](#)

Data as per Data Template

[View Document](#)

**3.3.2**

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

**Response:** 98.26



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

2022-23	2021-22	2020-21	2019-20	2018-19
95	90	56	42	0

File Description	Document
Report of each outreach activity with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.3.3**

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

**Response:** 90.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	82	52	37	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Any other relevant link	<a href="#">View Document</a>

**3.3.4**

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

**Response:**

Humera Khan College of Education emphasizes on service learning and community engagement by conducting various outreach activities. It creates awareness related to social issues and sensitize student-

teachers as well as enable them to achieve this goal through participating such community outreach activities.

Throughout the B.Ed. program various outreach activities are conducted through Workshops, Seminars, Expert talks, Community work, Social Awareness initiatives and Gender equality programs etc. Such activities create awareness among the student teachers about their essential moral values and civic responsibilities. Our college inspires student teachers to join such activities and create a ripple effect of change. Community outreach work helps contribute to the common good, and make our community a better place to live, work, and play.

HKCE has organised various activities influencing student-teachers towards social issues.

- ♦ **International Women's Day** – The College conducts various program on 08th March. On this day organised Special Assembly, Seminar on creating awareness on legal rights of women, Importance of mental health of women, Workshop on self-defence etc are organised.
- ♦ **Expert Talk** on Yoga and Wellness- The sessions are conducted by Yoga Certified trainers and enable students to understand the importance of mental and spiritual welfare to maintain healthy lifestyle.
- ♦ **Mental Health Awareness** are conducted to make student-teachers aware with mental issues. The college organised various activities which promotes to learn about mental health and mental wellness.
- ♦ **Gender equality** is created amongst the student-teachers through sessions like expert talks, poster competition, Skits etc. Special sessions are organised on menstrual hygiene, PCOD. These programs are successfully conducted by the Women development cell of the college. These activities enhance knowledge of our student-teachers to understand the importance of gender equality and gender equity.
- ♦ **Community works** are always commenced on important issues which need to be addressed and be aware in the society such as beach cleaning, blood donation drive, tree plantation, rallies, street plays, dramatization etc. Preparing students through this is vital towards community enrichment.
- ♦ **Social Awareness** involves understanding and recognizing societal issues, inequalities, and the needs of diverse communities, fostering empathy and promoting positive change. The college has organized programmes such as National Voters Day, Lecture on Dowry Prohibition Act, Mass Rally, Workshop on Self Defence, Seminar on Self-Empowerment, Tree Plantation Drive, Cleanliness, Disaster Reduction, Vachan Prerna Diwas to create awareness among students and to make them familiar with the environmental and societal issues.
- ♦ **Swachh Bharat Abhiyan** is a nationwide cleanliness in India, its goal is to promote cleanliness, hygiene, and sanitation across the country. The college has conducted and collaborated with Social Foundation's for awareness such as Beach Cleaning, Project Vector, Azadi ka Amrit Mahotsav, Plant Sapling, Commitment towards Green Environment.
- ♦ **Digital India** is an initiative launched by the Indian government - The college has organized E-Conservation programme to make awareness of digital technology.

The college continuously endeavours towards sensitizing not only our student-teachers towards community expansion but also the society. Thus, community service activities are not only providing an opportunity to explore social issues but also a learning experience.

File Description	Document
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>

### 3.3.5

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

**Response: 0**

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

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

## 3.4 Collaboration and Linkages

### 3.4.1

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

**Response: 0**

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

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

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

<b>3.4.2</b>	
<b>Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</b>	
<b>Response: 3</b>	
<b>3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</b>	
Response: 03	
<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

<b>3.4.3</b>	
<b>Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes</b>	
<ol style="list-style-type: none"> <li><b>1. Local community base activities</b></li> <li><b>2. Practice teaching /internship in schools</b></li> <li><b>3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education</b></li> <li><b>4. Discern ways to strengthen school based practice through joint discussions and planning</b></li> <li><b>5. Join hands with schools in identifying areas for innovative practice</b></li> <li><b>6. Rehabilitation Clinics</b></li> <li><b>7. Linkages with general colleges</b></li> </ol>	
<b>Response: B. Any 5 or 6 of the above</b>	
<b>File Description</b>	<b>Document</b>
Report of each activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

**Response:**

According to NCTE guidelines, Humera Khan College of Education has sufficient facilities for teaching and learning. The facility's equipment and infrastructure are kept in good condition.

The following infrastructure is available to the institution: 1. Principal's cabin, Admin Cabin & Staff room (1), Classrooms (3), Multipurpose Hall (1), Library/Reading Room (1), Computer Lab (1), Science Lab (1), Art & Craft Room (1), Visitor's Room (1), Common rooms (2), Separate restrooms for Girls & Boys; Pure Drinking Water Facility, & 1 in Canteen; Parking; Playground and, Fitness room.

The classrooms are large, have good ventilation, and have enough seats. Every classroom has a single PC, a single projector, and an ordinary white board. The classrooms are all connected via a local area network (LAN), allowing both teachers and students to access the internet through the display screen. They can make and save files.

With 25 PCs and internet access, the computer lab is completely ICT enabled. Principal and every member of the teaching and administrative staff has access to a computer.

There is only one science laboratory and five classrooms in the college, equipped with everything needed. The facility has a multipurpose playground where events like sports days and other activities are held.

The college building has fire safety equipment and CCTV cameras installed on every floor. There are Boys' and girls' common rooms for students with drinking water facilities. There are two elevators with all the safety measures and sensors installed.

File Description	Document
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 100

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

Response: 6

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

Response: 6

**File Description**

**Document**

Geo-tagged photographs

[View Document](#)

Data as per Data Template

[View Document](#)

Link to relevant page on the Institutional website

[View Document](#)

### **4.1.3**

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

**Response:** 1.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.69128	00	00	.04940	00

**File Description**

**Document**

Data as per Data Template

[View Document](#)

## **4.2 Library as a Learning Resource**

### **4.2.1**

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

**Response:**

E-Granthalaya Software 3.0 s installed in the library. E-Granthalaya is an Integrated Library Management Software Developed by NIC for Automation and Networking of Government Libraries.

Students can actively engage in self-learning at Humera Khan College of Education's library. The library has enough room, good ventilation, and cozy seating for everyone. Reference books, textbooks pertaining to teacher education, encyclopaedias, dictionaries, e-books, periodicals, and newspapers are among the contents available at the library. Every pupil receives a library card. In the library, students can check out books, complete reference work, and browse the internet. Through their research projects, lectures, and literary events, students are encouraged to make use of the facilities. Periods are provided in the timetable for library work. Throughout the academic year, including during breaks for vacation, the college library is open. Access to digital information is guaranteed as more and more information shifts from print to digital media. Students can browse online material in the library thanks to computers equipped with internet access. Teachers and students at Humera Khan College of Education can access free electronic resources such as e-books and e-journals through the library.

File Description	Document
Bill for augmentation of library signed by the Principal	<a href="#">View Document</a>
Web-link to library facilities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.2.2

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

**Response:**

Teachers and students regularly use the library resources at Humera Khan College of Education. Students and teachers regularly visit the library to gain the facility.

The digital reproductions of traditional print journals published online are called e-journals, or electronic journals. They offer research papers, academic articles, and other scholarly materials across a range of subjects. The Australasian Journal of Educational Technology is one example of the several portals or platforms via which these e-journals can be accessed, including university libraries.

It seeks to facilitate access to online journals, databases, and other digital content for researchers and knowledge providers. It makes it possible for people to simply search for and obtain academic articles and research papers without being limited by geography.

Shodhganga is an online repository that provides an avenue for Indian researchers to deposit their doctoral theses and make them publicly available. The University Grants Commission (UGC) of India launched it with the intention of building an extensive database of academic research across a range of



subjects. Use our library's Shodhganga as an example.

It not only enables researchers to preserve and showcase their research findings but also promotes open access to scholarly literature it has become a valuable resource for academic communities, students and the public looking for research material.

In addition to allowing researchers to conserve and present their findings, it also encourages free access to scholarly literature, which has made it a useful tool for academic communities, students, and the general public searching for research materials.

Digital copies of printed books, or e-books, can be accessed and read on electronic devices including computers, tablets, smartphones, and e-readers. They provide the ease of using a sizable book library in a portable and accessible style.

The college has subscribed to E-Journals like CORE, Science Open, Directory Open Access Journals for Library, Social Sciences Research Network, Public Library of Science, Open DOAR, CIA World Fact Book, Paternity for students.

Databases, they are structured collections of organized data that can be stored, Managed, and accessed electronically.

It provides a way to store different types of data, such as text, numbers, images, and videos, and connect related information in a structured manner.

#### 4.2.3

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

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

**Response:** E. None of the above

<b>File Description</b>	<b>Document</b>
Data as per Data template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.2.4

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

**Response:** 0.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.23900	0.58278	0.42222	0.56840	0.19925

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

**4.2.5**

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

**Response:** 4.01

**4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 100

**4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

Response: 39

**4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

Response: 106

**4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

Response: 87

**4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

Response: 85

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

#### 4.2.6

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

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

**Response:** E. None of the above

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

### 4.3 ICT Infrastructure

#### 4.3.1

**Institution updates its ICT facilities including Wi-Fi**

**Response:**

The institution's management took the initiative to fully ICT-enable the campus since they recognized the value of ICT in the modern learning environment. The campus is completely ICT enabled, from the installation of computers for usage on screens with projectors in the classrooms to safety cameras for campus surveillance. CCTV cameras, biometric attendance devices, interactive whiteboards, PCs, laptops, LCD projectors, printers, and photocopiers are examples of ICT facilities. Via LAN technology, the campus is equipped with high-speed internet access. They are 7Sai Net Solutions Pvt. Ltd., the service provider. The principal's cabin, classrooms, staff and administrative rooms, computer lab, and library are all equipped with this link. Students and staff can use the internet in any of these rooms since they are all equipped with LAN-connected PCs. The classroom is equipped with an LCD projector, screen, and audio system for educational purposes. For academic and administrative uses, the college has 25 desk computers, 1 laptop, and 5 desk computers for faculty members. Printers and computers are linked over the internet. To handle hardware and ICT facility maintenance, there are technicians on

campus. The devices' software is updated in accordance with requirements and is as specified. The machines run Microsoft Office 365 and Windows 10 as their operating systems. Quick and efficient troubleshooting and software updates are carried out by committed specialists. Mr. Saurabh Gupta Webgyour Technology maintains the college website. When necessary, colleges hold online courses and activities on various platforms. There is an LCD projector, screen, and audio system in the classroom. Colleges use Google Meet and other online platforms to host events and classes when needed. A G-Suite account is held by the college, and Google Classrooms is utilized as a teaching and learning tool whenever the need arises.

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

### 4.3.2

**Student – Computer ratio for last completed academic year**

**Response:** 5.94

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 4.3.3

**Internet bandwidth available in the institution**

**Response:** 100

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

**Response:** 100

File Description	Document
Receipt for connection indicating bandwidth	<a href="#">View Document</a>

### 4.3.4

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

- 1. Studio / Live studio**
- 2. Content distribution system**

**3.Lecture Capturing System (LCS)**

**4.Teleprompter**

**5.Editing and graphic unit**

**Response:** E. None of the above

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

#### **4.4 Maintenance of Campus and Infrastructure**

##### **4.4.1**

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

**Response:** 97.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
22.13	12.51	11.19	12.47	0.30

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

##### **4.4.2**

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

**Response:**

All infrastructural facilities are maintained with proper time management. Humera Khan College of Education takes care of and fulfills all building-related regulations. The responsible manager in charge staff evaluates the needs and makes sure that the physical infrastructure is used as efficiently as possible. They make recurring visits to the campus to evaluate the upkeep needs, create the budget, and propose it to the Humera Khan College of Education Management Committee. The management committee authorizes the necessary funding and approves the budget. Quotations are requested from several organizations for the acquisition of computers, and a comparison statement is prepared and sent to management for approval. After a purchase order is authorized, procurement is completed. A service agreement is created with the business, and it is done on a regular basis. A budget is set forth each year

for the library's book purchases. The list of needed books is supplied by faculty members. Every month, a representative of the company services the printer and photocopier. Internal technicians update and maintain the computers. Weekly updates are made to the website by the person in charge of it. The ICT department maintains the biometric attendance machine and CCTV cameras, other fire safety equipment, air conditioners, electrical circuits, devices, and plumbing are maintained by respective maintenance department.

Periodically, as per the terms of the service contract, the corresponding mechanics or The ICT department maintain the biometric attendance machine, CCTV cameras, fire safety devices, air conditioners, electrical circuits and devices, plumbing, and air conditioning. Every two weeks, the water tank and pure drinking water facility are cleaned. Support workers clean the classrooms, library, labs, restrooms, loos, and hallways on a daily basis.

<b>File Description</b>	<b>Document</b>
Appropriate link(s) on the institutional website	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

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

**Response:** C. Any 2 or 3 of the above

File Description	Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 5.1.2

Available student support facilities in the institution are:

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

**Response:** E. Any 4 or less of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.1.3

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

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

**Response:** E. Any 1 or none of the above

<b>File Description</b>	<b>Document</b>
Samples of grievance submitted offline	<a href="#">View Document</a>
Institutional guidelines for students' grievance redressal	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**



<b>Response:</b> D. Any 1 of the above	
<b>File Description</b>	<b>Document</b>
Report of the Placement Cell	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 5.2 Student Progression

<b>5.2.1</b>				
<b>Percentage of placement of students as teachers/teacher educators</b>				
<b>Response:</b> 14.21				
<b>5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years</b>				
2022-23	2021-22	2020-21	2019-20	2018-19
26	00	01	00	00
<b>File Description</b>		<b>Document</b>		
Upload any additional information		<a href="#">View Document</a>		
Data as per Data Template		<a href="#">View Document</a>		
Paste link for additional information		<a href="#">View Document</a>		

<b>5.2.2</b>				
<b>Percentage of student progression to higher education during the last completed academic year</b>				
<b>Response:</b> 5.56				
<b>5.2.2.1 Number of outgoing students progressing from Bachelor to PG.</b>				
Response: 04				
<b>5.2.2.2 Number of outgoing students progressing from PG to M.Phil.</b>				
Response: 00				
<b>5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.</b>				

Response: 01	
<b>File Description</b>	<b>Document</b>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

<b>5.2.3</b>  <b>Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)</b>  <b>Response: 1.58</b>				
<b>5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years</b>				
2022-23	2021-22	2020-21	2019-20	2018-19
00	03	00	00	00
<b>File Description</b>		<b>Document</b>		
Data as per Data Template		<a href="#">View Document</a>		
Copy of certificates for qualifying in the state/national examination		<a href="#">View Document</a>		

### 5.3 Student Participation and Activities

<b>5.3.1</b>  <b>Student council is active and plays a proactive role in the institutional functioning</b>  <b>Response:</b>  <p>The student council represents the students of the college OF (HUMERA KHAN COLLEGE OF EDUCATION ). Students contest elections to become members of the council. The members are duly elected in the Student Council Elections for the tenure of two years in accordance with the norms. Campaigning for elections and reaching out to other student teachers helps them become better at public speaking and networking. Students also help them take on leadership roles, employ their critical thinking</p>
--

and problem-solving skills, and encourage them to play an impactful role in the well-being of the organization and the community. The elected members are supported by teacher facilitators. The student council in college is important because it serves as a representative body for students, giving them a voice in decision-making processes. It helps to create a sense of community and fosters student engagement by organizing events, activities, and initiatives that cater to the interests and needs of the student body. The council also acts as a bridge between students and the college administration, advocating for student concerns and working towards enhancing the overall college experience. It's all about empowering students and making their college journey more fulfilling and enjoyable!

Humera Khan College of Education's core mission has long been to prepare college and university students for responsible stewardship of a strong democracy. The entire election process will help students develop their skills, broaden their experience, and make connections. It takes a lot of time and effort, but it provides life experience. In addition to organizing events that promote team spirit and community welfare, the student council serves as the student body's voice. As a result, Humera Khan College of Education is committed to encouraging collaboration among students, faculty, and staff. As a result, to achieve this goal, the college is providing students with the opportunity to demonstrate their unique and meritorious skills of leadership, social connections, impressive communication skills, team spirits, as well as qualities of responsibility, empathy, courage, integrity, and perseverance by participating in the Students Council Election.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View Document</a>

**5.3.2**

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

**Response: 2.2**

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	01	02	03	00

File Description	Document
Reports of the events along with the photographs with captions and dates	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

HUMERA KHAN COLLEGE OF EDUCATION alumni actively participate in a range of events that the college hosts. Alumni are requested to serve as judges for competitions held on Cultural Day, as resource people for guest lectures and seminars, etc. Occasionally, the alumni members post career and professional development-related information on the Whatsapp group.

Alumni frequently have firsthand knowledge of students' abilities and potential. A vital role in finding and honoring exceptional students with remarkable abilities or accomplishments is played by the college alumni. Alumni with specialized knowledge in various fields deliver webinars, workshops, or presentations to do this.

Alumni engage in conversation with current students, sharing their experiences with the B.Ed. program, lesson plans, standards for classroom behavior, community service projects, and extracurricular activities that inspired them to pursue the field.

Alumni engaged in conversation with the students and offered inspirational speeches about getting ready for college and job placement. Numerous questions about placements were posed by students, and alumni offered their opinions. A vote of thanks was given by Mr. Abhishek Jire, alumni association secretary, who thanked the various organizers and alumni members of the event. Additionally, he expressed gratitude to the Humera Khan College of Education's administration for their cooperation and direction in making Alumni Meet 2023 a huge success.

Alumni not only give current students additional knowledge about the subject of education, but they also serve as an inspiration for them to become creative, curious, and resourceful educators who, with the tools at their disposal, create the ideal learning environment for their pupils.

Alumni featured Expert talks and how-to face interviews on various subjects where former students shared their knowledge and perspectives with current instructors and pupils. These kinds of exchanges improve the learning process and show students how their academic work is used in the real world

File Description	Document
Paste link for additional information	<a href="#">View Document</a>

### 5.4.2

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

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**

4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

**Response:** C. Any 2 or 3 of the above

<b>File Description</b>	<b>Document</b>
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

### 5.4.3

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

**Response:** 1

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

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

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

### 5.4.4

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

**Response:**

Alumni interacted with the students and gave motivational talk regarding preparing for higher studies and placements. Students asked many questions regarding placements and the alumni shared their views. Vote of thanks was given by Mr. Abhishek Jire, alumni association secretary, thanked the various

organizers alumni members of the event. He also thanked the management of Humera Khan College of Education for the support and guidance which has made Alumni Meet 2023 a grand success.

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Alumni featured Expert talk and how to face interviews skills on various subjects where former students shared their knowledge and perspectives with current instructors and pupils. These kinds of exchanges improve the learning process and show students how their academic work is used in the real world..

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## **Criterion 6 - Governance, Leadership and Management**

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### **6.1 Institutional Vision and Leadership**

#### **6.1.1**

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

**Response:**

Our college, i.e., Humera Khan College of Education, is run by the Maharashtra Educational Society under the dynamic leadership of Prof. Javed Khan, ex-Minister for Education, Govt. of Maharashtra. Our institute's commitment to fostering academic achievement and developing young minds through knowledge, skills, and values is reflected in its vision and mission statement. The ultimate goal is to provide prospective teachers with excellent instruction and preparation that is in line with new developments in the field of education.

The organization has a clear perspective plan that includes long-term and short-term objectives that are in line with its vision and mission.

Management and the principal take leadership in guiding the staff. All stakeholders are taken into consideration in a democratic way.

**Participatory mechanism:**

- As educators who support students' development of information, skills, and values through the teaching-learning process, teachers actively engage in the governance and instructional activities of the organization.
- Teacher committees participate in a wide range of academic, co-curricular, and extension activities, demonstrating the college's participatory approach to administration.
- These committees—which include the admissions, examination, sports, and cultural committees—showcase the involvement of professors in maintaining efficient operations and the welfare of students, all of which are in line with the institution's vision and goal.
- Teachers and students are integral members of important committees such as the Internal Quality Assurance Cell (IQAC) and the College Development Committee (CDC), offering their perspectives to help the college's administrative and scholastic procedures.
- Frequent staff meetings offer a forum for obtaining insightful opinions and viewpoints on significant issues in administration and academic areas.
- The Humera Khan College of Education Management provides the institution with resolute assistance in achieving its goal. The principal, management, teachers, and administrative staff work together in

harmony to carry out the institution's vision, mission, and goals through a variety of activities.

- Regular staff and committee meetings enable the planning, execution, and feedback on institutional activities.
- An open-door policy allows staff and students to approach the principal with any concerns.
- The college's anti-ragging committee also emphasizes zero tolerance for ragging, in line with the institution's mission to provide a safe and supportive environment for all students.
- Academic excellence initiatives are undertaken to provide learner-centered education. Students are provided freedom to plan activities related to social issues, environmental concerns, and emerging global and local challenges through street plays, assemblies, programs, etc. It helps develop a culture of professional growth through value added courses, workshops, guest lectures, etc. Alumni and stakeholders are engaged in the efficient functioning of the institution.

File Description	Document
Vision and Mission statements of the institution	<a href="#">View Document</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.2

#### **Institution practices decentralization and participative management**

##### **Response:**

Humera Khan College of Education is a progressive educational institution that believes in the principles of decentralization and participatory management. These principles have been ingrained in the college's organizational structure to foster an inclusive, transparent, and collaborative decision-making process.

##### **Board of Trustees:**

The HKCE is governed by a Board of Trustees, comprised of eminent educationists, philanthropists, and community leaders. The board sets the overall vision, mission, and strategic direction of the college. It plays a crucial role in guiding the institution towards its objectives, ensuring financial stability, and safeguarding its values.

##### **College Development Committee (CDC):**

The CDC collaborates with the governing council, principal, and other stakeholders to align its objectives with the overall vision and mission of the institution. The key functions of the CDC include;



infrastructure development, adoption of new technologies, staff welfare, etc.

### **Principal:**

The principal serves as the chief executive officer of HKCE. She is responsible for the overall administration of the college and ensuring that its activities align with the vision and mission set by the Board of Trustees. The principal oversees the academic and administrative functions and acts as a link between the governing council and the faculty/staff.

### **Internal Quality Assurance Cell (IQAC):**

The IQAC is a crucial component in maintaining and enhancing the quality of education and overall institutional functioning. It monitors and evaluates the performance of the college against predefined standards and benchmarks. The IQAC ensures that the college adheres to the policies and guidelines set by the governing council and other regulatory bodies.

### **General Administration:**

The General Administration team handles day-to-day operations, including human resources, finance, infrastructure maintenance, and student services. They work closely with the principal and the IQAC to ensure the smooth functioning of the college and provide the necessary support to the various committees and departments.

### **Committees:**

HKCE encourages the formation of committees comprising faculty, staff, and student representatives to focus on specific areas of the college's functioning. Some common committees include:

- ◆ Academic Committee: Responsible for curriculum development, teaching methodologies, and student assessment.
- ◆ Student Welfare Committee: Focuses on the well-being and overall development of students.
- ◆ Cultural Committee: Organizes events and activities to promote the college's cultural ethos.
- ◆ Sports Committee: Manages sports and physical activities for

students and staff.

- ◆ Research and Development Committee: Promotes research initiatives among faculty and students.

<b>File Description</b>	<b>Document</b>
Relevant documents to indicate decentralization and participative management	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## **6.1.3**

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

**Response:**

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

Humera Khan College of Education stands out for its commitment to transparency, holistic development, and cutting-edge pedagogy.

**A) Transparency in Financial Function:**

? Fee structures, payment schedules, and any changes are communicated to students and parents well in advance to avoid any confusion or misunderstandings.

? Proper receipts are provided for all payments.

? Yearly external audits are performed by a chartered accountant, and there are no adverse comments on the audit report.

? Expenses are categorized under specific heads, including salary, other than salary, augmentation, physical structure maintenance, and academics.

**B) Transparency in Academic functions:**

? The institution ensures proper academic delivery following the University of Mumbai syllabus.

? The academic calendar is displayed to students, outlining the academic schedule for the year.

? Teachers create daily, weekly, and monthly teaching plans.

? Academics are carried out according to a well-defined timetable.

? Regular class tests and internal university examinations assess students' academic performance.

? Course materials, assignments, and assessment rubrics are made available to students during the orientation program at the beginning of the year.

? Teachers provide regular feedback on student's progress and academic performance, enabling students to monitor their growth and identify areas for improvement.

? The college encourages open communication between students and faculty, facilitating discussions on academic matters, concerns, and feedback.

**C) Transparency in Administrative Functions:**

? Admission programs are displayed on notice boards.

? Admission criteria, eligibility requirements, and the selection process are clearly communicated to applicants.

? Schedules for classes, additional lectures, remedial sessions, workshops and seminars, practice teaching and extracurricular activities are openly communicated and made known to the students.

Any changes or updates in administrative policies are communicated to all stakeholders promptly through official channels.

? Grievance Redressal mechanisms are established, providing a platform for students and staff to address their concerns and seek resolutions.

D) Transparency in other functions:

? The college magazine provides an account of all the activities conducted throughout the year.

? Regular community service initiatives are carefully planned and implemented by the college.

? Transparency is ensured in sports activities and competitions through prompt communication via notices.

? Cultural events are conducted with prior notice to foster an inclusive environment.

? The college openly shares its best practices and achievements with students in class.

? Students have easy access to library facilities for their academic needs.

? The college takes pride in demonstrating a commitment to environmental sustainability.

? Practice teaching sessions are organized according to a well-structured schedule, promoting continuous improvement in teaching skills.

? The college organizes regular meetings and interactions between faculty, students, and management to discuss best practices, improvements, and feedback for overall institutional growth.

? Regular workshops, seminars, and guest lectures are conducted, showcasing the college's commitment to promoting a vibrant learning community and sharing knowledge.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

## 6.2.1

### **The institutional Strategic plan is effectively deployed**

#### **Response:**

The Institutional Strategic Plan outlines the roadmap for the progressive and proactive development of the Teacher Education Institution (TEI).

It serves as a guide to achieving the organization's vision and mission, covering plan development and execution for TEI's growth. The significance of the strategic plan lies in providing a framework to attain both short-term and long-term goals and ensuring optimal performance in associated performance metrics.

Humera Khan College of Education Strategic Plan encompasses both short-term and long-term objectives:

#### A) Short-term strategic plan:

a) Ensuring proper curriculum delivery involves a comprehensive strategy, including academic planning, a well-structured timetable, efforts to support slow learners, special attention to advanced learners, and regular class tests, seminars, and presentations.

b) Enhancing teaching and learning methods focussing on maximum participative approaches.

c) Encouraging innovative and creative involvement and fostering a research-oriented thought process among teachers and students to enhance their teaching capabilities.

d) Prioritizing better community services reflects the TEI's commitment to social engagement, with students actively participating in various community activities.

e) Skill development in students is emphasized through workshops, seminars, value-added courses, and activities aimed at nurturing soft skills and personality development.

#### B) Long-term strategic plan:

a) Qualitative growth focuses on improving academics, administration, and student skills, with the strategic plan encompassing the pursuit of assessment and accreditation by NAAC as a means of achieving this goal.

b) Initiating post-graduation courses, such as M.Ed. and MA in Education, along with a research center, is part of the HKCE's future strategic plan.

c) Enhancing the research foundation by encouraging research facilities and augmenting research contributions.

d) Reinforcing IQAC and launching quality initiatives to meet set standards.

e) Developing strategies for establishing a national and international presence.

C) Future Plan :

a)The college is fully prepared to implement NEP 2020.

b) The same management has Degree college. Hence college will be in a position to start a 4-year integrated B.Sc., B.Ed. Programme

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link to the page leading to Strategic Plan and deployment documents	<a href="#">View Document</a>

### 6.2.2

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

#### **Response:**

The TEI bodies demonstrate effective and efficient functioning, which is evident through the following aspects:

**Management Policies:** Various educational institutions have been established by our management including a High School, Junior College, Degree College, Pharmacy College and B.Ed College. All these institutions have garnered the goodwill and trust of the society, given its sustained growth. This reflects the trust's realization of the importance of higher education and its commitment to serving students from middle and lower strata of society.

#### **Administrative Setup:**

HKCE boasts state-of-the-art infrastructure facilities and a well-organized administrative structure. This setup includes a Chairman, Director, Secretary, Treasurer, Principal of the B.Ed College, faculties, supporting staff, administrators, clerks, housekeeping staff, and security personnel. The efficient administrative structure contributes to the effective functioning of the institutional bodies.

#### **Appointment and Service Rules:**

Humera College of Education adheres to a well-defined system of appointment and service rules governed by the University of Mumbai and the management of the college. The rules outline qualifications, appointment procedures, and salary amounts for various positions, ensuring efficient appointment processes.

### Implementation of Institutional Strategy:

The trust's educational efforts span from kindergarten to high school, junior college, degree college, and professional B.Ed. College, all of which contribute significantly to the society. The B.Ed. College, in particular, plays a vital role in producing skilled professionals in the field of education. The trust's extensive experience and contributions in the field of education showcase its effective functioning.

### Perspective, Plans, and Development:

HKCE has both short-term and long-term perspective plans and development plans. The short-term strategic plan focuses on aspects such as proper curriculum delivery, teaching- learning enhancement, innovation, community services, and skill development in students. On the other hand, the long-term perspective plan emphasizes qualitative and quantitative growth, post-graduation opportunities for students, the establishment of a research cell, and efforts for assessment and accreditation by NAAC. These plans highlight the trust's proactive and efficient functioning.

### Future Plan

2025- M.A Education from IDOL (University of Mumbai) 2030- Deemed University, Autonomous University

#### 1.Implementation of e-governance are in the following areas of operation:

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link to Organogram of the Institution website	<a href="#">View Document</a>

### 6.2.3

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

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

**Response:** B. Any 5 of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### **6.2.4**

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

#### **Response:**

Humera Khan College of Education consists of various committees that are present to implement resolutions/decisions.

Our college has established several committees to ensure the smooth and effective operation of college activities. These clearly defined committees are in charge of debating, selecting, and carrying out action plans. These committees—the Anti-ragging Committee, Grievances Redressal Committee, Community Services Committee, Sports Committee, IQAC, Examination and Internal Assessment Committee, Student Council Committee, Alumni Committee, Discipline Committee, Women’s Development Committee, Practice Teaching Committee, etc.—conduct the institution's daily operations.

The anti-ragging committee present in our college ensures that no student is being harassed, and if so, strict action will be taken against them.

IQAC in our college, the Internal Quality Assurance Cell (IQAC), plays a crucial role in ensuring and enhancing the quality of education and the overall functioning of our institution.

The Women Development Committee (WDC) present in our college plays a crucial role in promoting gender equality, empowerment, and creating a conducive environment for the holistic development of female students, faculty, and staff.

The College Development Committee (CDC) present in HKCE is responsible for overseeing the strategic planning and development initiatives of the institution to ensure its overall growth and advancement

The Student Council Committee is an integral part of the HKCE institution, It serves as a representative body for students, advocating for their interests and organizing various activities to enhance their academic, social, and personal development.

The Sports Committee is responsible for conducting the sports event, which is conducted every year.

Effective functioning of various factors requires different committees, which are present in our college.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

##### Response:

An effective implementation of welfare measures is provided for teaching and non-teaching staff. The reason for this welfare measure is to maintain a high level of motivation among the teaching and the non-teaching staff.

Work-Life Balance and Recreation: Remote work especially during the COVID-19 pandemic, a celebration of Women's Day, Teachers Day, and maternity leave.

Professional Development Opportunities: Providing opportunities for continuous learning, training, and skill development to enhance the knowledge and capabilities of both teaching and non-teaching staff.

Free Parking and conveyance facility- This facility is provided to teaching and non-teaching staff.

Training and Workshops: participated in various workshops, seminars, and training sessions to upgrade teaching and non-teaching staff skills and knowledge.

Safe work environment: The staff room set-up is well-ventilated and pollution-free. Filtered water facility, hygienic canteen service, separate and clean washrooms for staff.

Employee Provident Fund (EPF) is available for non-teaching staff.

Spiritual nourishment is provided to the staff through daily assembly, yoga, and various cultural events and celebrations.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>

### 6.3.2



**Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years**

**Response: 0**

**6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

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

**File Description**

**Document**

Data as per Data Template

[View Document](#)

**6.3.3**

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

**Response: 0**

**6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

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

**File Description**

**Document**

Data as per Data Template

[View Document](#)

**6.3.4**

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

**Response: 8**

**6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term**

### Course and any other similar programmes during the last five years

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

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Copy of Course completion certificates	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3.5

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

##### Response:

HKCE follows a structured and comprehensive way of appraisal system for both its teaching and non-teaching staff. A performance appraisal system in a college setting can help assess and improve the effectiveness of faculty and staff, promote professional development, and ultimately enhance the overall quality of education.

Considering the actual performance, the appraisal process also takes into account citizenship behaviour, potential for future development, and individual strengths and weaknesses.

The main goal is not just to assess performance based on existing standards but to pinpoint areas with potential for improvement, paving the way for future progress and advancement. The performance of teaching and non-teaching staff also depends upon the communication skills of the staff members, technical abilities that the individual staff consists of co-operation with superiors, staff, and students, day to day observation of this staff is also look upon like punctuality which is evaluated by using bio-metric.

The college uses to evaluate the work of its temporary employees annually .

Numerous elements are considered in the evaluation, such as explanation Clarity, punctuality to class, syllabus completion , topic relevance in class, respect & sensitivity for everyone , support and encouragement to students, fairness in evaluation/exam, personal grooming. Additionally, technical proficiency and communication skills are taken into account throughout the appraisal process.

Overall, the Performance Appraisal System has played a vital role in assessing employee performance, motivating them, analysing their strengths and areas for improvement, and ultimately leading to enhanced overall performance.

<b>File Description</b>	<b>Document</b>
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institution conducts internal or/and external financial audit regularly**

##### **Response:**

At the end of the financial year, HKCE conducts an internal and external financial audit which evaluates the effective and efficient use of the financial resources that are provided to our college.

Chartered Accountants (CA) have been selected by the colleges to conduct the audit regularly at the end of the financial year which is 31st March.

The new course is now also transferred directly to the college bank account through G-pay and cheque payment methods.

External Audit is done with the help of the CA appointed by the college which does the audit at the end of the financial year that is 31st March.

<b>File Description</b>	<b>Document</b>
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>

### 6.4.2

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

**Response:** 0

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

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

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

### 6.4.3

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

**Response:**

Institutional strategies for the mobilization of funds and optimal utilization of resources are essential for colleges to ensure financial sustainability and effective operations. The college receives a fixed amount for organizing various seminars and workshops in the department.

The principal and several committees met before the academic year began to examine the college budget, accounts for salaries, expenses for energy and the internet, as well as supplies and other upkeep charges. It pays for estimated expenses for items like furniture, equipment, and other development expenses. The goal of the college's involvement of academic members at all levels is to promote research, development, consulting, and other pertinent activities. Outside of regular college hours, co-curricular and extracurricular activities, and certificate courses are successfully held in the physical infrastructure. After regular college hours, instructors, students, and alumni can utilize the library.

**Optimal Utilization of Resources and Funds:**

Our college library consists of textbooks, magazines, journals, and other online resources, which would be of great help to the students as well as teachers.

The auditorium built in our college is used for cultural events, seminars and workshop purposes.

The classroom consists of a smart projector and setup used for displaying PPT and online learning aids and teaching purposes.

ICT computer labs and WIFI access is provided throughout the department, facilitating for both online and offline lectures.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

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

**Response:**

Humera Khan College of Education, Jogeshwari West, Mumbai has constituted IQAC cell to develop a quality system for conscious, constituent, and catalytic programmed action to improve the academic and administrative performance of the college.

the Internal Quality Assurance Cell (IQAC) plays a vital role in ensuring and enhancing the quality of education and overall institutional effectiveness.

**IQAC comprises of following designations in our college**

Chairperson

Member secretary- Co-ordinator of IQAC

External expert on quality management

Management representative

Alumni Representative

Member from Faculty

Member (Librarian)

Member (Administrative staff)

Student Representative

IQAC ensures that quality assurance becomes an institutional priority and is not limited to a few individuals or departments. It works towards developing a quality culture in the institution by involving all stakeholders, including faculty, staff, students, and management. IQAC ensures that quality assurance becomes an institutional priority and is not limited to a few individuals or departments. It works towards developing a quality culture in the institution by involving all stakeholders, including faculty, staff,

students, and management.

The Institute is meticulously prepared by the IQAC for the impending NAAC Assessment and Accreditation procedure. The quality and credibility of the Institute are ensured by taking a number of steps to meet the requirements and standards set by the NAAC for accreditation.

**Functions and Responsibilities:**

Develop and implement quality benchmarks, parameters, and guidelines for various academic and administrative activities of the college.

Faculty do participate in various faculty development programs, workshops, and seminars to enhance teaching methodologies, pedagogical skills, and research capabilities.

Collect feedback from students, alumni, employers, and other stakeholders through surveys and focus group discussions to evaluate the quality of educational programs and services.

Overall, the IQAC in our college catalyzes continuous improvement and excellence in teacher education, fostering a culture of quality assurance and innovation to meet the evolving needs of the education sector.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.5.2**

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

**Response:**

The IQAC is in charge of creating a lesson plan and an academic schedule. For department-specific activities, it requests permission from the principal and keeps a logbook in which it documents the lectures given each day. Additionally, the IQAC collects feedback from students and coordinators to evaluate teachers and continuously assesses students through internal and external exams. The results of these evaluations are thoroughly analyzed to assess the courses and programs' effectiveness.

Internal examination conformity with university standards is guaranteed by IQAC. Evaluation is carried out in a variety of ways, including the creation of lesson plans, the delivery of instruction in the classroom, assignments, presentations, essay tests, and class exams. IQAC guarantees the effectiveness

of students on a range of assignments and exams are assessed, and students receive the appropriate and timely feedback. Thus, it is ensured that students are informed about their development and opportunities for growth.

Internship is an important aspect of the B.Ed. college and so it is in HKCE. The internship is given the utmost importance at HKCE. Students' performance in their lessons in schools is closely observed by the teaching faculty members of HKCE and thorough feedback is provided on the same in written as well as oral form.

Reviewing Learning Outcomes on a regular basis:

? Periodic essay tests, project work, and semester-end examinations help the IQAC in reviewing the Program Outcome and learning Outcomes of students.

? Students are also asked to make reports of practice teaching and community work.

? Project work and action research also enhance the learning outcomes of students.

? IQAC ensures 100% enrolment by upholding quality education, resulting in sustained admissions.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View Document</a>

### 6.5.3

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

**Response:** 1.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	5	0	3	0

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 6.5.4

**Institution engages in several quality initiatives such as**

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

**Response:** D. Any 1 of the above

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>

#### 6.5.5

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

**Response:**

The IQAC is in charge of creating a lesson plan and an academic schedule.

For department-specific activities, it requests permission from the principal and keeps a logbook in which it documents the lectures given each day. Additionally, the IQAC collects feedback from students and coordinators to evaluate teachers and continuously assesses students through internal and external exams. The results of these evaluations are thoroughly analyzed to assess the courses and programs' effectiveness.

Internal examination conformity with university standards is guaranteed by IQAC. Evaluation is carried out in a variety of ways, including the creation of lesson plans, the delivery of instruction in the classroom, assignments, presentations, essay tests, and class exams. IQAC guarantees the effectiveness of students on a range of assignments and exams are assessed, and students receive the appropriate and timely feedback. Thus, it is ensured that students are informed about their development and opportunities



for growth.

Internship is an important aspect of the B.Ed. college and so it is in HKCE. The internship is given the utmost importance at HKCE. Students' performance in their lessons in schools is closely observed by the teaching faculty members of HKCE and thorough feedback is provided on the same in written as well as oral form.

Reviewing Learning Outcomes on a regular basis:

? Periodic essay tests, project work, and semester-end examinations help the IQAC in reviewing the Program Outcome and learning Outcomes of students.

? Students are also asked to make reports of practice teaching and community work.

? Project work and action research also enhance the learning outcomes of students.

? IQAC ensures 100% enrolment by upholding quality education, resulting in sustained admissions.

<b>File Description</b>	<b>Document</b>
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>

## **Criterion 7 - Institutional Values and Best Practices**

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### **7.1 Institutional Values and Social Responsibilities**

#### **7.1.1**

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

**Response:**

#### **REPORT ON ENERGY CONSERVATION AT THE CAMPUS**

Energy conservation has become one of the important criteria that has been followed in HKCE. Our institution has adopted many ways of conserving energy in the best possible way.

#### **Initiatives Taken by the Institution.**

All classrooms in our college have an installation of LED lights which have been reducing the energy conservation overall.

**Initiative to improve Air quality:** HKCE has plantation of many plants and trees which improves the air quality and every possible way.

**Initiative for Energy Conservation:** The ACs installed in the classroom, staff room and computer lab have been instructed to be maintained at 24 degrees centigrade for better energy efficiency.

**Offering Sapling and plants as a token for the chief guest:** Whenever chief guests are invited for various functions in the college they are offered either sapling or plants.

**Initiative to improve greenery in college:** The tree plantation and maintenance of these plants will gradually improve the greenery of the college.

#### **Initiative other than the above which are followed by the college:**

- ◆ Installation of Fire extinguisher at every floor
- ◆ 'Switch On and Switch Off' sign installed in the classroom for students to remember to conserve energy whenever not in use.
- ◆ Computer Labs also consist of do's and don'ts which remind the students to shut off the computers when not in use.
- ◆ Other criteria that has been followed by the college is whenever occupancy of the particular classroom is less than not switching on the ACs.

<b>File Description</b>	<b>Document</b>
Institution energy policy document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.2

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

#### **Response:**

Facilities for Waste Management:

1. Solid waste management - There are two bins (wet and dry) for solid waste management; as well as a plastic garbage bin garbage bucket. Solid waste is disposed in all above bins. Waste Generators: The rules also place certain responsibilities on waste generators. They are required to segregate and store waste in suitable bins, hand over segregate waste to waste collectors, and ensure compliance with waste management rules. Plastic Waste Management: The rules specifically address the management of plastic waste. It prohibits the use of plastic bags below a certain thickness and promotes the phasing out of non recyclable multi-layered plastics. Penalties and Monitoring: The rules include provisions for penalties and fines for non-compliance with waste management rules. It also emphasizes the need for monitoring and regular reporting of waste management activities. The Solid Waste Management aim to promote sustainable waste management practices, reduce the environmental impact of waste, and improve the overall cleanliness and hygiene in the country. These rules play a significant role in addressing the challenges associated with solid waste management in India.
2. Vermi Compost Pit providing at HKCE campus.

<b>File Description</b>	<b>Document</b>
Link for additional information	<a href="#">View Document</a>

### 7.1.3

#### **Institution waste management practices include**

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

**Response:** D. Any 1 of the above

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 7.1.4

**Institution has water management and conservation initiatives in the form of**

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

**Response:** D. Any 1 of the above

File Description	Document
Any additional link	<a href="#">View Document</a>

#### 7.1.5

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

**Response:**

Humera Khan College of Education organized Tree Plantation to Highlight the community benefits of tree planting, such as improved air quality, enhanced aesthetics, and potential social cohesion within the community. Emphasize the importance of long-term sustainability by discussing the ongoing care and maintenance of trees planted. Encourage students to revisit the planted trees periodically and involve the community in their care. Emphasize the interdisciplinary nature of tree plantation by connecting it to subjects like biology, ecology, geography, and social studies.

Creating awareness about Green Campus through skits and tree plantation.

##### ♦ **Tree Plantation**

With both native and adopted tree seedlings to be given away to volunteers at no cost, the Tree Plantation seeks to organize and oversee the planting of trees. Give background information on the ecological significance, climate change mitigation, and environmental importance of trees. Well-thought-out tree planting initiatives can be a useful intervention to help address some of the most pressing issues of our day, such reducing climate change, protecting biodiversity, and supplying food, wood, and money to make the places more aesthetically pleasing. to check soil erosion along the embankments and

minimize the discharge of surface runoff. to raise humidity while decreasing temperature. in an effort to lessen noise pollution for the residents of nearby homes. It gives pupils hands-on experience planting trees,

♦ **Exchange of saplings**

Humera Khan College of Education organized a session of exchange of sapling as a green campus initiative which would benefit the individual as well as induce a sense of social cohesion within the community. Implementing an exchange of saplings program in college can be a wonderful initiative to promote environmental awareness, sustainability, and community engagement. Organizing a systematic process for participants to exchange saplings. Ensure that everyone receives proper guidance on planting and caring for their saplings. Involving college students in this process would help create awareness among the students. the objectives of the program, such as promoting greenery on campus, raising awareness about environmental issues, and fostering a sense of community. The celebration of the sapling exchange event on August 10th at Humara Khan College was a resounding success in fostering environmental awareness, encouraging community involvement, and inspiring a commitment to a greener future. The event demonstrated the power of collective action in creating a positive impact on the local environment and highlighted the role of educational institutions in promoting sustainable practices. The heart of the event was the sapling exchange itself. Attendees were encouraged to bring a sapling from their homes or local nurseries and exchange it with fellow participants. This unique approach aimed to diversify the types of plants within the community while symbolizing unity in preserving the environment. The celebration of sapling exchange attracted a diverse crowd, including students, faculty, local residents, and environmental enthusiasts. This diverse participation fostered a sense of community and shared responsibility towards the environment.

File Description	Document
Link for additional information	<a href="#">View Document</a>

**7.1.6**

**Institution is committed to encourage green practices that include:**

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

**Response:** D. Any 1 or 2 of the above

File Description	Document
Videos/ Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View Document</a>
Circulars and relevant policy papers for the claims made	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.7

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

**Response:** 6.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
001	001	001	00	001

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

### 7.1.8

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

**Response:**

Humera Khan College Of Education integrated cultural, regional, socio-economic Session on “Multi cultural Diversity” was organized by HKCE. The college is situated in a Metro city where people from various cultural backgrounds live together. Therefore, it is essential to respect each other’s cultures/language to live in harmony. To promote Marathi language in Maharashtra, every year college celebrates Marathi Bhasha Divas: An online session was organized to celebrate “Marathi Bhasha Divas”. “In India, we celebrate the commonality of major differences; we are a land of belonging rather than of blood.”

As part of the Talent Hunt Programmed, Humera Khan College of Education organized a fashion show themed as “Cultural Diversity” to honor India’s cross-culturalism and inclusivity. The students came dressed in beautiful Indian attires representing various Indian states and cultures. Our guest Dr. Mariya Khan and Prof. Avani Kanakia served as the judge of the event.

The programmed was organized under the guidance of Principal Dr. Masarrat Ali, In charge Faculty Prof. Avani Kanakia, and with coordination of FY and SY Students, With tones of love, joy, and laugh.

The Celebration of Makar Sankranti took place online at our Humera Khan College of Education. With the Support of our Principal Dr. Neelu Sharma and Our lovely Professors. The event consisted of Speech on Why do We celebrate this festival and From Kites to Aeroplane. It was followed by the making of Tilli Laddoo by one of our students. At the end we had a fun workshop conducted by the M.Ed Interns on the making of kites ng, the day concluded with the winners being announced and certificates being distributed.

Culture events indicates our diversity, language, caste, etc. empowered our history.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.1.9**

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

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

**Response:** D. Any 1 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View Document</a>
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### •Special Assembly

Special Assembly is organized by HKCE in which the special events like Makar Sankranti, Christmas and various cultural events are look into and celebrated and various special events like Hindi Diwas, and various special days like National girl child are celebrated which would help create awareness among the students as well as the teachers.

#### •Visit to old age home/ girl's home-

Humera Khan College of Education, visited at old age home as a valuable experience for future educators. It provides insights into aging, empathy development, and teaching methodologies. Here are some best practices to consider when incorporating a visit to an old age home Clearly define the purpose of the visit, such as promoting empathy, understanding the needs of elderly individuals, or exploring intergenerational teaching methods.

HKCE providing Facilities for disabled – Ramp and washroom facilities. Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen- reading software

#### •Green Audit:

HKCE, incorporating green audit, also known as an environmental audit or sustainability audit, is a systematic evaluation of an organization's or institution's activities, practices, and policies to assess their impact on the environment and sustainability. The primary purpose of a green audit is to identify areas where environmental performance can be improved, resources can be conserved, and sustainable practices can be implemented.

#### Tree plantation



Students of Humera Khan College of Education participated and helped in planting trees on 30.09.23; with Mission Green Mumbai. Encourage the students. T.R.E.E Project aim is to facilitate and supervise the planting of trees using both indigenous and adopted tree seedlings to be distributed for free to volunteers. Provide with background knowledge on the importance of trees in the environment, their role in mitigating climate change, and their ecological significance.

### Exchange of sapling

HKCE organized a session of exchange of sapling as a green campus initiative which would benefit the individual as well as induce a sense of social cohesion within the community. Implementing an exchange of saplings program in college can be a wonderful initiative to promote environmental awareness, sustainability, and community engagement. Organizing a systematic process for participants to exchange saplings. Ensure that everyone receives proper guidance on planting and caring for their saplings.

### Waste management

HKCE organized a solid waste management program. There are two bins (wet and dry) for solid waste management; as well as a plastic garbage bin garbage bucket. Solid waste is disposed in all above bins. Waste Generators: The rules also place certain responsibilities on waste generators. They are required to segregate and store waste in suitable bins, hand over segregate waste to waste collectors, and ensure compliance with waste management rules. Plastic Waste Management: The rules specifically address the management of plastic waste. It prohibits the use of plastic bags below a certain thickness and promotes the phasing out of non-recyclable multi-layered plastics.

File Description	Document
Link for additional information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1

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

#### Response:

VENTEL (VOCATIONAL EDUCATION – NAI TALIM EXPERIENTIAL LEARNING) VENTEL stands for “Vocational Education-Nai Talim-Experiential Learning”. Vocational Education - Nai Talim - Experiential Learning (VENTEL). Various workshops on Social Entrepreneurship, Swachh, and Rural Engagement related activities in Higher Education Institutions have been conducted over the last few years. PURPOSE OF CONDUCTING VENTEL ACTION PLAN IN COLLEGE Education needs to focus on all-round development and it is best obtained through experience. Education is effective when it is transacted through work and craft and not only through books and abstraction. Focus is needed on culture, arts, music, dance sports, and games which are the basis for the development of creativity,

imagination, and peaceful living with harmony. Gandhiji's Nai Talim promotes the dignity of labor and social equality and practices the harmonious combination of the body, mind, and soul. There are many Sanitizer Making, Horticulture, Weaving, embroidery, DIY decorations, etc. Here, the student-teacher got a chance to learn how to activities that fall under VENTEL action plan, like Mask Making, make Masks, Sanitizers, decorative items, etc.

**REPORT ON VENTEL ACTION PLAN** The purpose of this activity is to train the new age teachers to involve in different and innovative ways of interacting with the students and creating an environment where they enjoy learning and achieve holistic development. It also helps the student-teacher to inculcate new and improved hobbies that help them achieve success in the field that they wish to or try anything new to grow and learn. VENTEL activities help to focus and increase the creativity of the students as well as teachers, they learn new techniques and how to teach them in a safe and insured manner to have positive outcomes. To train them in improving their communication skills by providing them with vocational training and teaching them a practical approach to achieving their goals in life. Thus, we conclude that Gandhiji's Nai Talim promotes the dignity of labour and social equality and practices the harmonious combination of the body, mind, and soul. All the activities planned under VENTEL action plan have helped the student-learners in the all-round development of their personality that is gained through their involvement experiences in the activities. Mask making art workshop organized at HKCE, based on theme of Narvas (9 humans' emotions), conducted by facilitator - Mr. Pramod Bhujbal.

<b>File Description</b>	<b>Document</b>
Link for additional information	<a href="#">View Document</a>

## **5. CONCLUSION**

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### **Additional Information :**

Humera Khan College of Education (HKCE) is a renowned institution dedicated to providing quality education and fostering academic excellence. Situated in Jogeshwari, HKCE has been a encouragement of learning, innovation, and service to the community since its establishment.

Key Highlights of last five years 2018 to 2023 in which Year 2018-19 our college was closed and it had no students.

**Academic Programs:** HKCE offers a diverse range of undergraduate programs in education, catering to the evolving needs of students aspiring to pursue careers in teaching, research, and educational leadership. The curriculum is designed to integrate theoretical knowledge with practical experience, equipping graduates with the skills and competencies needed to excel in the field of education.

**Faculty Excellence:** The faculty members at HKCE are highly qualified, experienced, and committed to providing an enriching learning experience for students. They are experts in their respective fields and play a pivotal role in mentoring and guiding

**Infrastructure and Facilities:** HKCE displays state-of-the-art infrastructure and facilities conducive to holistic learning and development. The campus is equipped with modern classrooms, laboratories, libraries, and recreational spaces to cater to the academic and extracurricular needs of students. Furthermore, the institution leverages technology to enhance teaching and learning outcomes, providing access to e-resources and online learning platforms.

**Research and Innovation:** Research is an integral part of HKCE's academic philosophy, with faculty and students actively engaged in research projects, publications, and scholarly activities.

**Community Engagement:** HKCE is truly committed to serving the community and contributing to social development initiatives. Through outreach programs, service-learning projects, and partnerships with local schools and organizations, the institution seeks to address societal challenges, promote educational equity, and empower marginalized communities.

In summary, Humera Khan College of Education stands as a inspiration of educational excellence, innovation, and service, dedicated to nurturing compassionate, competent, and socially responsible educators who will make a positive impact in the world.

### **Concluding Remarks :**

Humera Khan College of Education is one of the most leading institution imparting high quality professional education. Besides equipping students in professional teaching skills and confidence, Humera Khan College of Education gives importance to all round development of student's personality by providing them ample opportunity for participation in different curricular and co-curricular activities.

The institute aims to create a unique and innovative space of global thinking so in to nurture the student

teachers in the pursuit of developing innovative, socially responsible, and environmentally friendly practitioners, leaders and educators.

The Self-Study Report (SSR) stands as a indication to our institution's commitment to continuous self-assessment, improvement, and accountability. Through an thorough process of introspection, analysis, and reflection, we have carefully documented our achievements, challenges, and aspirations in this comprehensive report.

Our SSR highlights the comprehensive dimensions of our institution, ranging from academic programs and curricular innovations to infrastructure development, student support services, and community engagement initiatives. It serves as a mirror reflecting our strengths, weaknesses, opportunities, and threats, guiding us towards informed decision-making and strategic planning.

The report illuminates several remarkable achievements and best practices that distinguish our institution. These include our unwavering dedication to academic excellence, emphasis on holistic development, strong research culture, effective governance structure, and vital campus life. Moreover, it highlights our persistent pursuit of inclusivity, diversity, and sustainability across all aspects of institutional functioning.

We extend our heartfelt gratitude to all stakeholders – faculty, staff, students, alumni, practice teaching schools, and the community – for their invaluable contributions, feedback, and support throughout the self-study process. Their unwavering commitment, passion, and dedication drive us forward on our journey of institutional excellence and societal transformation.

# 6.ANNEXURE

## 1. Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.3	<p><b>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</b></p> <p>1.2.3.1. <b>Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>60</td> <td>45</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>66</td> <td>35</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per supporting's shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	60	45	0	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	66	35	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
60	45	0	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
66	35	0	0	0																	
2.3.2	<p><b>Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years</b></p> <p>2.3.2.1. <b>Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>4</td> <td>3</td> <td>3</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>2</td> <td>2</td> <td>00</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to repetitive names.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	8	4	3	3	00	2022-23	2021-22	2020-21	2019-20	2018-19	3	2	2	2	00
2022-23	2021-22	2020-21	2019-20	2018-19																	
8	4	3	3	00																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
3	2	2	2	00																	
2.3.4	<p><b>ICT support is used by students in various learning situations such as</b></p> <ol style="list-style-type: none"> <li><b>1. Understanding theory courses</b></li> <li><b>2. Practice teaching</b></li> </ol>																				

- 3. Internship**
- 4. Out of class room activities**
- 5. Biomechanical and Kinesiological activities**
- 6. Field sports**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made changes as per supporting's shared by HEI and 3 of above option has been selected based on geo tagged photographs of as per below link

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

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

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

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

Remark : DVV has selected 4 of above as we have received supportigs of Organizing Learning (lesson plan), Developing Teaching Competencies, Assessment of Learning, Technology Use and Integration

**2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as**

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**

	<p><b>9. Mobilizing relevant and varied learning resources</b></p> <p><b>10. Evolving ICT based learning situations</b></p> <p><b>11. Exposure to Braille /Indian languages /Community engagement</b></p> <p>Answer before DVV Verification : C. Any 4 or 5 of the above  Answer After DVV Verification: D. Any 2 or 3 of the above  Remark : DVV has made necessary changes and has considered 3 of above as per geo tagged photographs shared by HEI.</p>
2.4.3	<p><b>Competency of effective communication is developed in students through several activities such as</b></p> <ol style="list-style-type: none"> <li><b>1. Workshop sessions for effective communication</b></li> <li><b>2. Simulated sessions for practicing communication in different situations</b></li> <li><b>3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’</b></li> <li><b>4. Classroom teaching learning situations along with teacher and peer feedback</b></li> </ol> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: C. Any 2 of the above  Remark : DVV has made necessary changes and has considered 2 of above as we have received supportings of Workshop sessions for effective communication and Classroom teaching learning situations along with teacher and peer feedback</p>
2.4.4	<p><b>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</b></p> <ol style="list-style-type: none"> <li><b>1. Teacher made written tests essentially based on subject content</b></li> <li><b>2. Observation modes for individual and group activities</b></li> <li><b>3. Performance tests</b></li> <li><b>4. Oral assessment</b></li> <li><b>5. Rating Scales</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 or 4 of the above  Answer After DVV Verification: C. Any 2 of the above  Remark : DVV has made necessary changes and 2 of above option has been selected as we have received supportings for Observation modes for individual and group activities and Performance tests</p>
2.4.5	<p><b>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</b></p> <ol style="list-style-type: none"> <li><b>1. Preparation of lesson plans</b></li> <li><b>2. Developing assessment tools for both online and offline learning</b></li> <li><b>3. Effective use of social media/learning apps/adaptive devices for learning</b></li> </ol>

	<p><b>4. Identifying and selecting/ developing online learning resources</b></p> <p><b>5. Evolving learning sequences (learning activities) for online as well as face to face situations</b></p> <p>Answer before DVV Verification : C. Any 3 of the above  Answer After DVV Verification: D. Any 2 of the above  Remark : DVV has selected 2 of above as we have received supporting's of Preparation of lesson plans and Effective use of social media/learning apps/adaptive devices for learning</p>
2.4.10	<p><b>Nature of internee engagement during internship consists of</b></p> <ol style="list-style-type: none"> <li>1. Classroom teaching</li> <li>2. Mentoring</li> <li>3. Time-table preparation</li> <li>4. Student counseling</li> <li>5. PTA meetings</li> <li>6. Assessment of student learning – home assignments &amp; tests</li> <li>7. Organizing academic and cultural events</li> <li>8. Maintaining documents</li> <li>9. Administrative responsibilities- experience/exposure</li> <li>10. Preparation of progress reports</li> </ol> <p>Answer before DVV Verification : A. Any 8 or more of the above  Answer After DVV Verification: E. Any 1 or none of the above  Remark : DVV has made necessary changes and 1 of above option has been selected as we have received supporting's of Assessment of student learning – home assignments &amp; tests</p>
2.4.12	<p><b>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</b></p> <ol style="list-style-type: none"> <li>1. Self</li> <li>2. Peers (fellow interns)</li> <li>3. Teachers / School* Teachers</li> <li>4. Principal / School* Principal</li> <li>5. B.Ed Students / School* Students</li> </ol> <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : A. All of the above  Answer After DVV Verification: D. Any 1 of the above  Remark : DVV has made necessary changes and 1 of above option has been selected as we have received supporting's of Self documents.</p>
2.5.2	<p><b>Percentage of fulltime teachers with Ph. D. degree during the last five years</b></p> <p>2.5.2.1. <b>Number of full time teachers in the institution with Ph.D. degree during last five years</b>  Answer before DVV Verification : 2</p>



Answer after DVV Verification: 4

Remark : DVV has made necessary changes .

2.7.2

**Average pass percentage of students during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
95	90	56	42	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
91	90	53	42	00

Remark : DVV has made changes as per prescribed format shared by HEI.

3.1.3

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

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has selected none of above as there is no institution policy for the same.

3.3.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
04	12	06	02	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
08	03	03	01	0

Remark : DVV has made changes as per supporting's shared by HEI as per below link [https://assessmentonline.naac.gov.in/public/index.php/admin/get\\_file?file\\_path=eyJpdil6IIFUaVZOdFBiMmlLMnMwZ0VEVG45WGc9PSIsInZhbHVlIjoieitma1k0WS9GcEhXZmlYU3dFRXVXbnUwd2p3ZWpXQTJvOXdkS0Rici91Y1laeCtCRnVzT0VsSERGS0ZITVhRTDIVd2RKOHBJOGI0d3VYMFINOuhGNGc9PSIsIm1hYyI6IjJINWE4OWM2ODY3NGZlNmQ4YzAzNTUyYzY4M4NjYxODMzMjc5YzVhMWE0YzVjY2JmNGVhMzI0MTZlMTg3NjBkYzkiLCJ0YWciOiIifQ==](https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdil6IIFUaVZOdFBiMmlLMnMwZ0VEVG45WGc9PSIsInZhbHVlIjoieitma1k0WS9GcEhXZmlYU3dFRXVXbnUwd2p3ZWpXQTJvOXdkS0Rici91Y1laeCtCRnVzT0VsSERGS0ZITVhRTDIVd2RKOHBJOGI0d3VYMFINOuhGNGc9PSIsIm1hYyI6IjJINWE4OWM2ODY3NGZlNmQ4YzAzNTUyYzY4M4NjYxODMzMjc5YzVhMWE0YzVjY2JmNGVhMzI0MTZlMTg3NjBkYzkiLCJ0YWciOiIifQ==)

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has considered input value as "0" for all assessment years as we have not received appropriate supportings.

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

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

Answer before DVV Verification : 05

Answer after DVV Verification: 03

Remark : DVV has made necessary changes.

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

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**

- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

Answer before DVV Verification : C. Any 3 or 4 of the above

Answer After DVV Verification: B. Any 5 or 6 of the above

Remark : DVV has selected 5 or 6 above as we have received documents of Linkages with general colleges, Join hands with schools in identifying areas for innovative practice, Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education, Practice teaching /internship in schools and Local community base activities.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22.75859	13.00886	11.76130	13.10603	1.01211

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22.13	12.51	11.19	12.47	0.30

Remark : DVV has made changes as per audit report shared by HEI.

**5.1.2 Available student support facilities in the institution are:**

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

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

Answer After DVV Verification: E. Any 4 or less of the above

Remark : DVV has made necessary changes and has selected 4 or less of above as we have received supportings of Vehicle Parking, Canteen, Toilets for girls

**5.1.3 The institution has a transparent mechanism for timely redressal of student grievances**

including sexual harassment and ragging cases such as

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

Answer before DVV Verification : C. Any 3 or 4 of the above

Answer After DVV Verification: E. Any 1 or none of the above

Remark : DVV has made necessary changes and has selected 1 of above as we have received supporting's of Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies

5.2.1 **Percentage of placement of students as teachers/teacher educators**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
00	60	45	30	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	00	01	00	00

Remark : DVV has made changes as per prescribed format shared by HEI.

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

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

Answer before DVV Verification : 10

Answer after DVV Verification: 04

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

Answer before DVV Verification : 00

Answer after DVV Verification: 00

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

Answer before DVV Verification : 01

Answer after DVV Verification: 01

Remark : DVV has made necessary changes

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

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

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	03	00	00	00

Remark : DVV has made changes as per supporting's shared by HEI.

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

5.3.2.1. **Number of sports and cultural events organized at the institution during the last five years**  
 Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	12	05	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	01	02	03	00

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as we have excluded days celebration like yoga day, Teachers days, constitution day, republic day, science day etc.

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	1	1	0

Answer After DVV Verification :

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

Remark : DVV has made changes as per supporting's shared by HEI and values have been modified based on calendar year (JAN-DEC)

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	04	07	10	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	5	0	3	0

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as those were not related to quality initiatives taken by IQAC

**6.5.4 Institution engages in several quality initiatives such as**

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has made necessary changes and 1 of above option has been selected as we have received supporting's of Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

**7.1.3 Institution waste management practices include**

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

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has made necessary changes and has selected 1 of above as we have received supporting's of Vermi Compost Pit.

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

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

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has selected 1 of above as we have received supportings for Code of Conduct is displayed on the institution's website

## 2. Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of students on roll year-wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>95</td> <td>90</td> <td>56</td> <td>42</td> <td>001</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>95</td> <td>94</td> <td>56</td> <td>42</td> <td>001</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	95	90	56	42	001	2022-23	2021-22	2020-21	2019-20	2018-19	95	94	56	42	001
2022-23	2021-22	2020-21	2019-20	2018-19																	
95	90	56	42	001																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
95	94	56	42	001																	
1.4	<p><b>Number of outgoing/ final year students who appeared for final examination year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>95</td> <td>90</td> <td>56</td> <td>42</td> <td>001</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	95	90	56	42	001										
2022-23	2021-22	2020-21	2019-20	2018-19																	
95	90	56	42	001																	

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
90	56	42	001	001

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
95	90	56	42	001

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
90	56	42	001	001

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
08	04	03	03	001

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
09	07	04	04	001

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22.75859	13.00886	11.76130	13.10603	1.01211

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22.77	12.54	11.21	12.48	1.01211

3.2 **Number of Computers in the institution for academic purposes..**

Answer before DVV Verification : 25

Answer after DVV Verification : 16