SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

ZULEKHA COLLEGE OF EDUCATION

PLOT NO. 38/39 MAIN ROAD SHANTINAGAR NAGPUR.
440002
https://zulekhaeducation.org/

SSR SUBMITTED DATE: 07-10-2023

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Zulekha College of Education affiliated to Rtmnu University Nagpur is located at prime location of shantinagar and is easily accessible.. It is a self-finance college governed by Zulekha Shikhan sanstha . The functioning of college is decentralized through various committees and cells. Representatives from the management, principals, faculty members, eminent personalities, staff members, students, and alumni are part of the committees and cells. Transparency in the working system is one of the best features of our institution. The Statutory bodies of the College are the Governing Council, the Advisory Committees and the College development committee. These bodies along with the IQAC play an important role in framing policies and executing them. The Governing Council functions as the Executive Body of the college to take decisions and plan strategies which are appropriate for the development of the institution. Advisory committee and college development committee is responsible for scrutinizing the proposals with regard to the programmes of study, academic regulations, curriculum, syllabi and framing evaluation policies. The College office comprising of Administrative and Support Staff coordinates the administrative activities under the Office Superintendent in consultation with the Principal. Codes of professional ethics guide all stakeholders of the college about its principles of integrity, accountability, inclusiveness, commitment and sustainability. All stakeholders work within the institutional policies and practices so as to satisfy the vision and mission of the college. Under the supervision of principal, heads and committee members plan for organizing curricular and co curricular activities. The college practices a well-structured system of mentoring to provide proper guidance to the students in not only choosing the right career path but also to help them to become confident and emotionally secure individuals We have highly qualified teaching staff with maximum numbers of doctorate degree teachers. We have well planned curriculum, modern infrastructure and facilities, well equipped laboratories, excellent library facility. College is known for giving meritorious students every year and for placement service.

Other than academic excellence our aim is to produce inspiring , creative and innovative teachers, for this purpose college is equipped with the facilities of Cyber Lab, , Nature club, Art & Craft club, Library Science Club, Multi-media club, Guidance and Counselling cell and.

Vision

zulkeha college of eduction B.Ed aspires ti be an academic for schikars with factors on reserach, innovation and reflective practices in teahcing and learning while also promoting humane and inclusive education to meet global standard as per the new education policy

Mission

We empower our stakeholders to become transformational practitioners through an Imagineering teaching-learning approach. We provide an environment of inclusion through constructivist, collaborative and reflective practices, which will foster teamwork, spirit of integrity, assertiveness, open mindedness and empathy among our students and teachers. We inspire scholars to be culturally competent, intellectually curious, technologically equipped, spiritually inclined, socially sensitive and environmentally aware at the global levels of excellence through continuous professional development.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Members of the Governing Body are eminent and experienced academicians and administrators who contribute significantly while policy formulation and major decision of the College.

3. Proven track record of producing high quality teachers since its inception in 2008

4. Well qualified and experienced faculty actively involved in teaching-learning, research and extension activities.

5. Faculty members are provided opportunities to attend various faculty development programmes throughout the year

6. Participation of students in various sports and cultural activities

7. ICT enabled classrooms and Wi-Fi campus

8. 24/7 CCTV surveillance inside and outside the college

9. Easily accessible location of institution

10. Well ventilated and spacious classrooms

11. Well-furnished and air-conditioned classrooms, libraries and other amenities.

12. MoUs with different organisations to promote active collaboration with other organizations.

13. Highly committed and supportive alumni network

16. Library with large collection of books, journals and availability of separate reading rooms for students and teachers.

17. A well-defined student admission policy

19. Adequate student support services.

21. Internship opportunities and teaching practice for students in top schools of Nagpur

23. Transparent feedback system

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

25. The College admits students from diverse national and international backgrounds which promotes a multicultural environment in the campus

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

Institutional Weakness

Institutional Weakness

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

2. Space constraint for expansion

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

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

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

6. Limited facilities for differently abled students.

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

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

Institutional Opportunity

Institutional Opportunity

4. ZCE employees expressed an overall need to develop more innovative partnerships with universities focused on practices that lead to increased student persistence and more developed educational pathways

. 5. SCE has opportunities to serve a more racially and ethnically diverse student body, who may need various individualized services.

6. Focus should be on improving Research activities.

7. Increase in internship linkages for providing better opportunity to students.

8. To strengthen the quality of community outreach activities

9. Scope for providing research and post-doctoral studies.

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10. NPTEL local chapter for MOOCs courses.

11. To organize more faculty development programmes for professional growth of teachers

12. To introduce credit-based system of courses.

13. To use reputation for providing quality courses.

14. Can help the growth of backward sector students in an excellent manner

15. Possibility of enhancing courses and seats.

16. Introducing Master courses in the campus

17. Expanding partnerships and engagement opportunities within our society.

18. Availability of resources for differently able learners

Institutional Challenge

To achieve excellence in academics by involving masses from socially weaker sections.

Not able to apply changes as suggested in NEP being an affiliated collegeCurriculum Planning and Curriculum Development is not in control

Funding facility is not available

Non-performing students are threat that can impact enrollment, new partnerships, and revenue.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

This criterion relates to how a course is either assigned by a university or is fully complemented or enriched by an institution, with the mission and vision statement of the institution based on the permissible freedom in course design Is compatible. It also considers the practices of an institution in introducing a wide range of program options and courses that are relevant to regional and national needs in line with emerging trends. Flexibility and diversity are also estimated through this criterion for stakeholder involvement in different levels

of learners, career orientation, multi-skill development, and annular updation. The focus of this criterion is captured in the following criterion statements that explain the qualitative aspects and good practices expected of an institution: The institution has a clearly stated and communicated purpose, vision, mission and values. The institution ensures the continued relevance of its programs and existing courses are modified to meet emerging needs. The institute develops and deploys action plans for achieving the objectives and effective implementation of the curriculum. The institute receives and uses feedback from students, alumni, employers, the community, academic peers and other stakeholders in curriculum development and planning. The major aspects identified under this criterion are: curriculum design and development, academic flexibility, feedback on curriculum, curriculum updates and best practice in curriculum aspects.

Teaching-learning and Evaluation

Teaching-learning and Evaluation

This criterion relates to College efforts to serve students of various backgrounds and abilities through effective teaching-learning practices. Interactive instructional techniques that engage students in higher order 'thinking' and inquiry through the use of interviews, focus group discussion, debates, projects, presentations, experiments, practical sessions, internships and e-resources are important considerations. The criterion calls for substantial attention to how the institution supports and facilitates the use of ICT and other new and emerging technologies. It also helps in the adequacy and competence as well as the continued professional development of faculty handling programs of study. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this criterion. The focus of this criterion is captured in the following criterion statements that represent the good practices expected of an institution

- The institution provides clear information to students about admission and completion requirements, fee structure and refund policies, financial aid and student support services for all programs.
- The institution engages its students in active learning.
- The instructional approach and learning experiences are extensive and in keeping with the stated objectives of the program.
- Practice teaching plans are developed in partnerships that cooperatively involve school staff and custodial teachers.
- Student teachers are prepared to manage the diverse learning needs of students in schools.
- The assessment and evaluation plan is comprehensive, reliable, objective and transparent and students are well informed in advance.
- Evaluation and evaluation results are used to improve the performance of students and course transactions.
- The college incorporates new technologies into its programs and encourages students and teachers to use and adopt technology in teaching-learning.

The key aspects identified under this criterion are: Admission Process and Student Profile, Need for Catering to Divers, Teaching-Learning Process, Teacher Quality, Evaluation Process and Reform and Best Practice in Teaching Learning and Evaluation.

Infrastructure and Learning Resources

Infrastructure and Learning Resources

This criterion seeks to find data on the adequacy and optimal use of facilities available in an institution to maintain the quality of educational and other related activities on campus. It also requires information about how each component of the institute, students, teachers and employees benefit. Expansion of facilities to meet future development and maintenance of facilities are also among other concerns. The focus of this criterion is captured in the following criterion statements, which describe some good practices of a quality institution:

- The institution has adequate physical infrastructure facilities to run educational programs efficiently.
- The institution continuously enhances its infrastructure to keep pace with its educational development.
- The institution has effective mechanisms for maintenance and optimal utilization of infrastructure.
- The institution takes adequate care and considers the environmental issues associated with the infrastructure.
- The instructional infrastructure meets the requirements of the program and is better used.
- The institution ensures the availability of qualified faculty and staff required to achieve the stated objectives.
- Workload policies and practices encourage faculty to engage in a wide range of professional and administrative activities and community engagements. The institution has adequate library and computer facilities and other learning resources with easy access to all its constituencies.

The major aspects identified under this criterion are: physical infrastructure, infrastructure maintenance, library as learning resource, ICT as learning resource, other facilities, infrastructure and best practice in learning resource.

Student Support and Progression

Student Support and Progression

The main objective of this criterion is the effort of an institution that provides students with the necessary support to facilitate good campus experience and their overall development. It also seeks information on student and alumni profiles and contributions to the institution and vice versa. The focus of this criterion is captured in the following criterion statements, which describe some of the good practices expected of a quality institution:

- The institution has adequate teaching resources and a well-established mechanism to systematically review various library resources for adequate access and relevance and for decision making for acquisition.
- Various provisions in the institute support and enhance the effectiveness of faculty in the teaching and mentoring of students.
- The campus environment promotes improvement in students' motivation, satisfaction and developmental performance.
- The progress of the students at various stages of the programs is monitored and appropriate advice is given to the students.
- The institute develops the leadership qualities of the students through its involvement and involvement in various institutional activities.

The key aspects identified under this criterion are student progress, student support, student activities and best practices in student support and progress.

Governance, Leadership and Management

Governance, Leadership and Management

This criterion helps to gather data on the policies and practices of an institution in terms of planning power, recruitment, training, performance evaluation and finance management planning. The participative management process and creative administration of human and material resources are relevant here. The focus of this criterion highlights the following criterion statements, which are representative of the good practices of a quality institution: The institution is conscious of its quality provisions and has a well-established functional internal quality management system .

- The institution's offices and departments operate on the principles of participation and transparency. Academic and administrative planning goes hand in hand with the institution.
- The goals and objectives are communicated and deployed at all levels to ensure each individual's contribution to institutional development.
- The institution has a mechanism for faculty, students and other stakeholders to seek information and / or make complaints.
- The institution has good resource management practices that support and encourage performance improvement, planning and implementation strategies.
- The financial resources of the institution are judiciously allocated and used effectively. Budgeting and auditing processes are routine and standardized.

Institutional Values and Best Practices

Institutional Values and Best Practices

.This criterion focuses on the special efforts of an institution's values that influenced its academic excellence. Any innovative practice is a path designed to advance the interest of the students and the institution. Institutions internal quality assurance systems, best practices and stakeholder relationships make institutions reflect on the quality culture. The focus of this criterion is captured in the following criterion statements and key aspects: The institution exhibits sensitivity to changing educational, social and market demands. The institution is ready to foster an environment of creativity innovation and quality improvement. The institution caters to inclusive practices and better stakeholder relationships. The institution adopts quality management strategies in all educational and administrative aspects. The institution strives to promote value-based education, social justice, social responsibilities and good citizenship among its student community.

Research and Outreach Activities

Research and Outreach Activities

This criterion seeks information about the institution's policies, practices, and outcomes in the context of research and outreach activities. It relates to the facilities and efforts provided by the institution to promote research culture and their results. Serving the community through research and outreach activities, which is a social responsibility and also a core value displayed by institutions, is a major concern of this criterion. The focus of this criterion is captured in the following criterion statements that describe good institutional practices.

- The institution supports professional development activities that engage its teachers in research in education.
- The institute encourages faculty to publish in educational forums.
- The institution encourages its students and faculty to learn continuously.
- The institute encourages faculty outreach activities in research.
- Institute faculty are actively engaged in training and developing teaching and other teaching-learning materials.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ZULEKHA COLLEGE OF EDUCATION
Address	Plot No. 38/39 main road shantinagar Nagpur.
City	Nagpur
State	Maharashtra
Pin	440002
Website	https://zulekhaeducation.org/

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Sarika M. Dabare	0712-2995322	8149851329	-	zulekhaedu2023@gmail.com
IQAC / CIQA coordinator	Jaya J. Kartar	0712-6050222	8698990288	-	kartar.jaya.j@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

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

Establishment Details

State	University name	Document
Maharashtra	The Rashtrasant Tukadoji Maharaj Nagpur University	[View Document](#)

Details of UGC recognition

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	[View Document](#)	31-05-2015	1000	FOREVER

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Plot No. 38/39 main road shantinagar Nagpur.	Urban	1.5	2707

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,Inter Disciplinary	24	ANY GRADUATE	Marathi	50	50

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				7			
Recruited	0	0	0	0	0	0	0	0	0	4	0	4
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

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

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				7
Recruited	0	4	0	4
Yet to Recruit				3
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

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

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	5	5	0	10

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	11	0	0	0	11
	Female	38	1	0	0	39
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	1	0	0	0
	Female	1	4	0	0
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	1	2	0	0
	Female	17	13	0	0
	Others	0	0	0	0
General	Male	3	0	0	0
	Female	26	31	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		50	50	0	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens, is well taken by our Institute. A discussion among the faculty members has been initiated on the key principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. The Institute is affiliated to Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur where in Academic programmes are redesigned to include Interdisciplinary courses as electives and institute started offering these electives to students. In order to provide the holistic academic

	growth among students, Inter-disciplinary curriculum has been proposed which gives freedom to the student to choose their preferred options from the range of program offered by the institution. All the courses offered by institute are Choice Based Credit System (CBCS). Few of (them are environment-based subjects like Professional Ethics, Environmental Studies, Principles of Management, etc. All programmes are designed in such a way that students get maximum flexibility to choose elective courses offered by other Departments . It can be said that the Institute is proactively working towards implementation of the suggestions given in the NEP Guidelines.
2. Academic bank of credits (ABC):	Our institution preparedness in implementation of Academic Bank of Credits conforms to the guidelines of the affiliated university i.e.,. RTMNU being state university is an official member of the National Academic Depository which is a government endeavour to offer an online repository for all academic awards under the Digital India Programme. From 2020 onwards, RTMNU is in the process of uploading students' mark sheets and degree certificates through the nad.digitallocker.gov.in platform through its affiliated colleges. The National Academic Bank of Credits (ABC) portal has now been integrated into the NAD portal https://nad.digitallocker.gov.in platform and is currently live from academic year 2021 onwards. RTMNU follows a choice-based credit system (CBCS) for all its programmes and is now in the process to pass a resolution related to the ABC in the Academic Council. RTMNU will formally register in the ABC portal as soon as the resolution is being approved by the higher academic bodies. For this purpose, Institute is in the process of creating centralised database of the college students. Through this database, where in the academic credits earned by the student from various courses will be digitally stored so that the credit earned by student previously could be forwarded when the student enters the program again. For monitoring ABC, proper technical support system will be created.
3. Skill development:	The institute has an established skill development cell which actively participates to strengthen technical, vocational, soft skills of the students. The institute has an established training cell which actively

	participates to strengthen the teaching technique, for good teacher . The Institution is already conducting the skill programes as designed by affiliating university from Semester I to IV in various programs.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	In order to promote /integrate the local language, art and culture, it is the regular practice at institute that all activities conducted in adopted villages are compulsory executed in local Marathi language. In 'Yuvarang' organized at RTMNU level our students are actively participating in various cultural events at university level. Especially our college magazine is published wherein there are five sections for content in three languages namely English section, Marathi section, Hindi section, , . As most of our students are from rural areas of Vidarbha region they can share their thoughts in any language. .
5. Focus on Outcome based education (OBE):	The institution, being affiliated with RTMNU university follows the guidelines as and when directed where in variety of approaches in teaching Learning process like lectures, seminars, tutorials/workshop/practical and project-based learning field work, technology enabled learning internship suggested and Institute is implementing it wherever possible. All the programmes are offered as outcomes-based education (OBE) which are designed keeping in mind the regional and global requirements. Course outcome of every subject well defined in the curriculum itself by RTMNU. The Institute has implemented outcome-based education with clearly stated Programme Outcomes, Programme Specific Outcomes and course outcomes from 2019-20 onwards. All courses are designed with outcome centred on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contribute proactively to economic, environmental and social well-being of the nation. The Course Objectives (COs) are also aligned to the PO-PSO philosophy.
6. Distance education/online education:	NO

Extended Profile

1 Students

1.1

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

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

File Description	Document
Institutional data in prescribed format	View Document

1.2

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

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

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

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	25

File Description	Document
Institutional data in prescribed format	View Document
Central / State Govt. reservation policy for adm	View Document

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
15			1	8

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
35			49	42

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

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

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

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	2	4	7

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

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

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

File Description	Document
University letter with respect to sanction of p	[View Document](#)
Any other relevant information	[View Document](#)

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
497631	416483	770173	1319845	1649603

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

3.2

Number of Computers in the institution for academic purposes..

Response: 60

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Response:

Curricular aspects of B.Ed. course in Zulekha College Of Education are governed by RTM University, Nagpur as it is an affiliated college. For the effective implementation of the curriculum along with these, the broad vision and goals of college are kept in mind. We have various well structured processes that enable communication and dialogue among the various stakeholder groups and the university within the larger societal contexts. The college level committees prepare broad guidelines and frameworks to suit requirements of different courses under B.Ed. at the departmental level.

Departmental meetings are held before the start of new semesters to discuss and plan in advance the execution of courses in the subsequent semester. Teaching focus, class assignments, internal assessments, use of reference materials and AV teaching aids for teachers are discussed. The college has a practice of inviting external experts with the view to ensure quality of education, and objectivity in the teaching-learning processes. We at ZCE also focus on Mid semester curriculum planning meetings to ensure whether any plan is being followed or any changes required.

The feedback taken from the students at the end of the session gives us an overview of what should be improved and removed in order to make the teaching process and content more student friendly.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	[View Document](#)
Plan developed for the last completed academic year	[View Document](#)
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	[View Document](#)
Any other relevant information	[View Document](#)

1.1.2

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

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

1.   Faculty of the institution

2.   Head/Principal of the institution

3.   Schools including Practice teaching schools

4.   Employers

5.   Experts

6.   Students

7.   Alumni

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

1.1.3

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

1.   Website of the Institution

2.   Prospectus

3.   Student induction programme

4.   Orientation programme for teachers

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	3	3	3

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	3	3	3

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Any other relevant information	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.3

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

Response: 0

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

five years

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

File Description	Document
Upload any additional information	[View Document](#)
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Course completion certificates	[View Document](#)

1.2.4

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

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

Response: A. All of the above

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

1.2.5

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

Response: 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

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

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Curriculum Enrichment

The curriculum of the institution provides opportunities to acquire systematic knowledge and develop different skill through the course

Knowledge

The knowledge domain emphasizing an acquisition, integration, construction, analysis, synthesis and application are provided through classroom transaction, seminars workshops discussion debates projects assignments which directs towards processing critical thinking analytical thinking reflective thinking and effective reasoning. To provide knowledge about the field of teacher education number of efforts are made by the institution like orientation program , guest lectures, expert talks, workshop were arranged and resource person are invited from the field of teacher education.

Skills

The B.Ed Programme is essentially introduced for the development of different skills which include micro teaching skill preparing lesson plans, practice teaching, communication skill & personality development, construction of blue mint & tests, use of ICT in teaching learning development of language, life skills Yoga Scout & Guide etc. through different EPC (Enhancing professional

competencies) courses students are exposed to the development of these skills. College provides training for the development of these skill through various activities, like workshop seminars group discussion, providing scope for self expression students are trained to make PPT , given assignments on preparing blue print & constructing achievement test.

In Drama & Art in Education students are given 5 groups among which they had to choose 2 group. For this college conduct different activities and competitions like Mahendi , Rangoli , poster making, sketching panting, etc. in literary activity different competition like debate essay writing, elocution etc are arranged for the students. All these competition and activities helps to develop competencies for scientific and literary temper to integrate the 21st century skill.

Internship in included in the B.Ed. syllabus to develop teaching skill of the teacher student. Students are sent to different schools where they observe the teaching method of school teachers & learn different skills there, which they use when they themselves do practice teaching under internship II

Value

Teachers are a role model for the students

They must have an awareness of their own moral and value based position and have spent time challenging, changing and solidifying their own beliefs. For development of values different subjects like, inclusive education, educational psychology, educational philosophy human rights, women education, value education, philosophy are taught. They are taught to consider their own beliefs about teaching and learning & how these may impact on their teaching style. Students are also given classroom management introduction which focuses on values of respect for others opinions students' co-operation and social responsibility. College also organized co curriculum activities to develop values of social sensitivity.

For emotional & Cultural integration different festivals and days are celebrated. Social cleanliness campaigns are arranged, lectures on various social issues like eradication of superstition effects of addiction, gender inequality are arranged, Through community engagement program visits to old age home, orphanage, nearby slum area are arranged to inculcate social values, social commitment, social awareness among students

Attitude

Input sessions, competitions such as academic, intellectual and co scholastic areas are provided to give them opportunities to participate and to develop in the students, knowledge, attitudes values skills of team spirit leadership and communication skills . Guided by mentors in charges students learn the learn techniques and skills in presentations. Right attitude towards the course is planned by their respective mentors , Group projects strengthen the skills of collaboration negotiation and communication in designing instructional plans, analyzing curriculum teaching in peer group, innovative approaches etc. Their performance in previous semester both curricular and co curricular areas is the indicator of their growth & attitudinal changes over a period time

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

1.3.2

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

Response:

The College aims at making efficient teachers who not only possess teaching skills and competencies but are also aware of the School system in which they have to work. In this streamline the students are made aware about the development of the School system in India through briefing them about the various Commissions, Policies Or Acts. They were made aware about the popular Boards in India like CBSE, ICSE, State Boards, IB, Students were also acquainted with the knowledge of different State Boards of India which are total 52 in number. After briefing the students regarding all these important aspects of diversity in school education in India, they are assigned different group activities so that they can do team work and search upon these aspects in more detail.

In this regard a departmental meeting is organized for planning activities and assigning activities to the students. For this purpose students are divided in groups randomly according to their registration numbers and a total of four activities were planned: a Project, Seminar, Group Discussion and a Multimedia Presentation through which the task was accomplished successfully. The topics were randomly distributed in groups. The allotted faculties gave guidance to the students about all what was expected from the students. As and when required by the students guidance was provided to them. On completion of the activities students became familiar with the diversities in the School System in Indian as well as in an international and comparative perspective.

1.3.3

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

Response:

The designed curriculum helps students to understand the interconnectedness of various learning engagements as well as steadily getting ready how they enter from lower to higher class and in the fourth semester become completely ready for the professional field.

In this direction number of practical courses are introduced to students which start from their first semester with Orientation and demonstration of Micro Teaching skills. Here focus is on lesson planning and teach-re-teach of different teaching skills namely Set Induction, Questioning, Explanation, Illustration with Example, Stimulus Variation & Reinforcement. After this for enhancing student teacher skills Integration Lessons are introduced, opportunity is given to practice various skills of teaching in an integrated way. In second semester student teacher observe the teaching of school teacher where they go for internship – 1. They try to get the knowledge of skilled teacher, how the teach, how they manage the class and many more.

In third semester student teachers move to a higher level and engagement with field is done where the student teachers are supposed to plan and conduct lessons of 35 minutes duration in schools under guidance of teacher educators .Here emphasis is given on using appropriate teaching aids, models of teaching, games, questions, illustrations, scope for students active participation. This Practice teaching is followed by Internship – II in a school, where students are involved in lots of activities like Study of time tables, year Plan of schools ,co-curricular activities conducted in school, Morning assembly and Display Boards of school, observation of school facilities such as science laboratory, library, playground and sports facilities, computer laboratory, geography room, drawing room, music room etc .

The activities which our student teachers have to do are taking attendance of a class, preparing reports, efforts by school for increasing attendance, assessing homework/assignments. Conducting any activity for fixation and enrichment of knowledge of students and developing interest of students through assigning any project, preparing and implementing a unit test including essay type, short answer type and objective type test items and making blueprint under guidance of teacher in school and assessing answer sheets , presentation and interpretation of result ,giving feedback to students.

Thus all these activities which move from lower to upper level prepare students for their Professional field.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: C. Any 3 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	[View Document](#)
Any other relevant information	[View Document](#)

1.4.2

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

Response: D. Feedback collected

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)

     07-10-2023 09:18:06

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: 60

File Description	Document
Document relating to Sanction of intake from University	[View Document]()
Data as per Data Template	[View Document]()
Approved admission list year-wise/ program-wise	[View Document]()
Approval letter of NCTE for intake for all programs	[View Document]()
Any other relevant information	[View Document]()

2.1.2

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

Response: 81.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	08	10	33	25

07-10-2023 09:18:06

File Description	Document
Final admission list published by the HEI	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	[View Document](#)
Any other relevant information	[View Document](#)
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	[View Document](#)

2.1.3

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

Response: 0

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

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

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

Response:

Details of Assessment process to identify learning readiness and learning needs acc to diversity that exist among students

The college takes every measure possible to understand the needs and requirements of the students before the commencement of the program. Students are counseled at the time of admission and an Orientation program is organized in which students are familiarized with the course, mode of internal assessment as well as facilities available in college. Teachers before beginning their courses informally get the pulse of the students in the class, their knowledge about the course and their comfort level with medium of instruction. Students with diversity are identified through Previous year marks, Classroom Participation and 'Talent Hunt' conducted at entry level and are nurtured according to their needs. They are provided an appropriate learning environment based on the needs of the students. Their academic needs are assessed and Department makes sure that they provide the required support to the student, be it technological or verbal, to ensure better learning

Academic Support

Students are informed about their level of learning and support is provided to them accordingly. ZCE is focused to provide every type of possible academic support to the students. Some of them includes Guest Lectures, Workshops/Seminars, Group Discussions, Remedial classes, Supervised study sessions, A well-stocked library and computer resource center provide all students access to books, journals and e-resources. Academic Support is provided to different types of learners in different ways as discussed below:

For Slow learners-To cater the needs of slow learners, special remedial classes are organized by teachers. Remedial classes for English, Marathi and Hindi medium are also organized for the benefit of students.

For Moderate Learners-Well framed Time table which includes all type of activities and classes is top most priority. Peer tutoring is emphasized so that all types of learners can be benefitted. Guest lectures are also arranged for them.

For Advance Learner-Advanced learners are encouraged and facilitated to read beyond the requirements of the syllabus. They are provided with the open educational resources to read in detail. They are provided with the opportunities to participate in different types of events Different types of Seminars and Workshops are also arranged for them.

File Description	Document
The documents showing the performance of students at the entry level	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

2.2.2

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

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

7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

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

2.2.3

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

Response: Whenever need arises due to student diversity

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Photographs with caption and date	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 12.5

2.2.4.1 **Number of mentors in the Institution**

Response: 4

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](#)
Any other relevant information	[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:

Response

zulekha college of education has adopted a system for utmost learning for which teacher educators intensively employ interactive and participatory approach in the transaction of their teachings for enhancing students learning . college focuses on adopting multiple modes like experiential learning participative learning, problem solving methodologies, brain storming group discussion etc.

Experiential learning

Demo and practice session for micro teaching skills demo and practice session for integrated teaching are organized in simulated conditions. Student are given opportunities to go in real classroom situations and do their practice teaching and internship under the supervision of their teacher educator.

Students are taken for field visits to different places like science centre village visits, orphanage or old age home visits etc. so that they can gain firsthand experience, Teachers conduct mock interviews with the students to prepare them for their placement sessions and instill skills related to face an interviews

Participative learning

To ensure student central learning the institution organizes different guest lecture and workshop and also encourage students to organize class seminars, making teaching learning materials, organized centered exhibitions, participation is programmes both entra and inter college competition etc. to develop participative learning among all the future teachers, Drama and art is education and nai talim subjects are included in syllabus which occupies significant & integral part of the colleges teaching learning process. This provides plate form for the needed skills, The events organized by the college like plantation drive Swach Bharat Mission & health awareness program. A visits to village old age home , orphanage Allow students to develop communal spirit

Patriotic ferver an aesthetic sense of social responsibility and welfare

Problem Solving Methodology

To develop problems solving abilities of the students, opportunities and proper guidance is given to the students to conduct action research as a part of their curriculum Action research demonstrates to the students how a classroom problem could be resolved either individually or collectively within the classroom environment to create remediation, Students imbibe observation skills, designing tools, critical thinking, analytical reasoning.

Brainstorming

Different individuals and group activities like easy writing, elocution competition , debate competition etc. are conducted with the students to express their thoughts and motivate them to generate ideas of their own. This practice is also adopted by teachers in the classroom teaching and also in pedagogy subjects so that each trainee also learn how to use this as a method in their teaching

Focused group discussion

Teacher educators teach through a lecture cum discussion method is class so that students can enhance their learning by contributing their thoughts and knowledge in the class, In the discussion session students are the active members of the class environment and they are monitored by the teachers facilitating an area of a healthy discussion

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[View Document](#)
Any other relevant information	[View Document](#)

2.3.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.3.3

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

Response: 100

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: 50

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.3.4

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

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

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.3.5

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

Response:

Response:

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

WORKING IN TEAMS

As team work leads to attainment of growth and success. Thus, efforts are made by the mentors to develop student's capabilities of working in teams. Guidance is provided to students like:

- Developing students' listening and speaking skills.
- Having positive attitude towards things
- Focusing on strength of team members
- Show gratitude
- Accept and Appreciate differences
- Sharing Responsibilities with colleagues

It is expected practicing all this in professional life will lead to effective team work by the students.
DEALING WITH STUDENT DIVERSITY

Being future teachers it is very important for students at Zulekha College of Education that they should know how to deal with student diversity in actual classroom environment. Thus Mentors suggest different ways to deal with student diversity:

- Divide students into slow ,moderate and fast learners
- Provide remedial classes to weak students
- Provide additional support to moderate learners
- Provide enriching material to fast learners
- Engage students in Collaborative task

CONDUCT OF SELF WITH COLLEAGUES AND AUTHORITIES

As it is essential to have a decent relationship with colleagues and authorities at work place, mentor guide the would be teachers for the same:

- Respect people
- Find a way to get along with everyone at workplace
- Practice good etiquettes while communicating with colleagues and authorities
- Practice good etiquettes related to personal hygiene
- Be kind to colleagues

KEEPING ONESELF ABREAST WITH RECENT DEVELOPMENTS IN EDUCATION AND LIFE Keeping oneself updated with recent developments in education and life is very important for intellectual development.

- Thus mentors of ZCE motivates students to:
- Read Educational journals, magazines, blogs etc.
- Search for websites which provide more specific topic oriented articles
- Follow the news in the world
- Attend different Seminars and Conferences
- Guiding students for use of computers
- Thus, Mentors at ZCE maintain a cordial relationship with the Mentees and are always inclined to help in developing the professional capabilities of their students.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)

2.3.6

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

1. **Special lectures by experts**

2. **'Book reading' & discussion on it**

3. **Discussion on recent policies & regulations**

4. **Teacher presented seminars for benefit of teachers & students**

5. **Use of media for various aspects of education**

6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.3.7

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

Response:

Response:

The teaching learning process at Zulekha College of Education focuses on nurturing creativity, innovativeness, intellectual and thinking skills, and empathy and life skills among students. Teaching pedagogies have been modified over time to facilitate holistic development of students. Different tasks are assigned to students on a continuous basis and teachers encourage students to think divergently.

CREATIVITY

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

Students create teaching learning materials related to their teaching methods under the guidance of their respective teachers. The different forms of TLMS prepared by students are charts, models, working

models, flash cards, posters, PowerPoint presentations to enhance their teaching abilities. Here the student and teachers work together in selection of the appropriate TLM's on different topics, and students prepare the same using their creative ideas.

The pedagogy courses offered in B.Ed. involve the development of creative and innovative lesson plans. Teachers make the students aware about the different Models of Teaching and supervise them in preparing the lesson plans and motivate them to use their creativity.

Students get the opportunity to plan and implement lessons to promote their creative thinking. In these students make use of different Teaching Models like Concept Attainment Model, Inductive Thinking, Advance organizer, Brainstorming, role plays, dramatization, etc.

INNOVATIVENESS

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

Teachers encourage students to involve themselves in doing research projects which leads to innovative ideas by students. Here the teacher gives detailed orientation about the purpose, meaning and procedure of research. The research project can be done in the form of a survey or experiment. Students are expected to work on different problems like Handwriting Problems, Homework, Attendance, Reading and writing, Communication problems, Disciplinary problems, Disinterest etc, Thus, the students under the guidance of teachers work on different problems existing in the field of education and through their research work they come up with innovative solutions for the same.

INTELLECTUAL AND THINKING SKILLS

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

EMPATHY

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

The Practical course of "Understanding the Self" in the B.Ed. courses at ZCE provide teachers an opportunity to develop sensibilities, disposition, and skills that will later help them in the personal growth of their own students while they teach. The activities involved like understanding themselves

in relation to their students and classroom situations, studying the issues of adolescence, studying case

studies of different children who are raised in different circumstances. All these activities are done by the student teachers under the guidance of teacher educators to develop the sense of empathy.

LIFE SKILLS

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

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

2.4 Competency and Skill Development

2.4.1

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

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

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.2

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

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

2.4.3

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

1. Workshop sessions for effective communication
2. Simulated sessions for practicing communication in different situations
3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'

4. Classroom teaching learning situations along with teacher and peer feedback

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.4

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

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

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.5

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

1. Preparation of lesson plans

2. Developing assessment tools for both online and offline learning

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

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

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

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	[View Document](#)
Documentary evidence in respect of each response selected	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.6

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

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

Response: A. All of the above

File Description	Document
Report of the events organized	[View Document](#)
Photographs with caption and date wherever possible	[View Document](#)
Documentary evidence showing the activities carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.7

A variety of assignments given and assessed for theory courses through

1. **Library work**

2.Field exploration

3.Hands-on activity

4.Preparation of term paper

5.Identifying and using the different sources for study

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Response:

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

It is done by keeping in view the following parameters and on request to the schools:

Subjects of the students are kept in mind while selecting the schools and it is well-oriented & guided to both schools and students.

The student's medium of instruction (Marathi / Hindi / English) are considered too before assigning practice teaching school.

Well renowned schools are selected that provide a boost in the pupil teacher's capacities, skills & capabilities.

1.Orientation to school principal/teacher's:

ZCE Principal and Head of Department make one-to-one conversations (oral and/or email) with the school Principal and teachers, and inform them about the activities that are needed to be performed by the internees.

The list of activities are shared with the school principal.

1.Orientation to students going for an internship:

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

Students are informed about the school's requirements and do's &don't within the school.

Guidelines are given to students for their apt behaviour with school authority, students, parents and dress-codes as a part of their teaching practice.

Students are informed about various school curricular and co-curricular activities that they have to perform during internship, and the necessary resources like teaching aids etc. to conduct these activities.

1.Defining role of teachers of the institution:

The college defines roles of teachers in the following manner:

On the first day of the internship in the school, pupil teachers are oriented by the school coordinator and college teacher.

Teachers provide valuable exposure on the internship by ensuring regular checks by visiting the school.

Student's doubts are discussed with the school and a smooth flow is ensured by the teachers.

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

The training program formally assessed for each of the intern throughout the internship as follows :

Regular visits are done by different teachers to the schools for the observation and checking of the lesson plans.

Peer observation is another part of assessment whereby the peers will assess and look after their co-teachers and suggest them for improvement.

Internees record their scheduled activities in the file and it is properly checked by the college faculty with suitable remarks.

1.Exposure to variety of school set-ups:

Efforts are made to provide the most diversified and finest mode of learning to students by providing them a changed and new school environment every time they go for an internship.

ZCE tries to provide both government and private schools to students.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

2.4.9

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

Response: 5

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

Response: 03

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
Internship certificates for students from different host schools	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of the schedule of work of internees in each school	[View Document](#)
Any other relevant information	[View Document](#)

2.4.10

Nature of internee engagement during internship consists of

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

Response: D. Any 2 or 3 of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	[View Document](#)
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Zulekha College of Education conducts a rigorous Intership Programme for Teacher-Trainees as prescribed in the syllabus Student-teachers are trained under able guidance of faculty members and are prepared for the field in all aspects.Trainees are given ample demonstrations for each micro-teaching skill by the faculty members assigned for each subject and each skill. After demonstrations student-trainees are provided opportunities for simulation to practice each skill developed so that skill can be mastered before the actual internship in the reputed school of proximity.

The College adopts a rigorous and well planned mechanism to carry out the monitoring and assessment of students in the school during the Internship programme. Each teacher educator is assigned a school for monitoring and evaluation perposes on a rotation basis. Teacher-educators also maintain a proper record of each observation and remark given.

ROLE OF TEACHER-EDUCATOR

The role of teacher educator is:

1.To maintain and ensure regularity and punctuality of teacher-trainees during the Internship.

2.Teacher Educators also ensure the optimal learning exposures to trainees during their internship Programme.

3.They also look after the problems faced by the students in the schools and provide viable solution at her level.

4. Teacher-educator assigned, assesses the students for their observation skills and their participaion in school activities.

5.Suitable feedback is provided to the trainees for improvement in performance.

ROLE OF SCHOOL PRINCIPAL

The role of school principal is:

1. To look after the proper allocatiion of classes to the Interns.

2. To orient the Interns about the functioning of school system and role of a teacher

3. To provide time-to time guidance to interns for their performance.

4. To report to Teacher-educator about the observations made for improvement

ROLE OF SCHOOL TEACHERS

The role of school teachers are:

1.To provide a comfortable environment to the Interns welcoming them in the system to work with them and learn.

2.To provide them guidance in conducting the classes

3. To provide regular remarks on the lesson planning and its execution by the Interns in the class.

4. To provide feedback of interns to the teacher-educator.

ROLE OF PEERS

1. To sit and observe peers throughout class duration.

2.To monitor peers for better performance.

3.Discussion upon presentation is done among peers for improvement.

4.To reflect upon observation and improving oneself.

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Any additional information	[View Document](#)

2.4.12

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

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

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

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	[View Document](#)
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	[View Document](#)
Any other relevant information	[View Document](#)

2.4.13

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

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

Response: B. Any 4 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)
Five filled in formats for each of the aspects claimed	[View Document](#)
Any other relevant information	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1

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

Response: 45

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

2.5.2

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

Response: 83.33

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

Response: 3

File Description	Document
Data as per Data Template	[View Document](#)
Certificates of Doctoral Degree (Ph.D) of the faculty	[View Document](#)
Any other relevant information	[View Document](#)

2.5.3

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

Response: 1

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

Response: 4

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)
Any other relevant information	[View Document](#)

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Response:

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

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

. To create awareness regarding issues of policies and regulations.

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

. To get ready for change in education system.

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

To make the teachers aware about the changes going in the education system, teachers at ZCE conduct discussion sessions on recent policies and regulations which are issued by the government at regular intervals. thus, efforts are made in this direction to remain updated with the scenario.The different policies which have been discussed in past are Right to Education Act, Technology in Education,Gender issues in Education, Draft of NPE etc.

Through the discussions on recent policies among teachers they felt more confident as they are aware about the educational issues and policies. The queries of the teachers are solved related to different policies; it increases teacher's interest to know more about the recent trands in education.

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Any other relevant information	[View Document](#)

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2.6 Evaluation Process

2.6.1

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

Response:

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

1.Students' attendance is reviewed periodically and the students, reporting shortfalls, are informed. 2.Under the formative approaches teachers generally assign marks or grades to the students on their assignments, files, co-curricular activities and their regularity in the classroom is being monitored.

3.The records of the students are maintained by the faculty and they are

4.assessed on the basis of their performance in curricular as well as co

5.curricular areas.

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

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

8.The faculty is personally involved to help the students to prepare the assignments. Corrections and modifications are constantly done. A variety of measures are adopted to ensure rigor of the internal

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)

2.6.2

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

1.**Display of internal assessment marks before the term end examination**
2.**Timely feedback on individual/group performance**
3.**Provision of improvement opportunities**

4.Access to tutorial/remedial support
5.Provision of answering bilingually

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	[View Document](#)
Details of provisions for improvement and bi-lingual answering	[View Document](#)
Copy of university regulation on internal evaluation for teacher education	[View Document](#)
Any other relevant information	[View Document](#)
Annual Institutional plan of action for internal evaluation	[View Document](#)

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

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

Grievance Redressal Cell Examination Cell is responsible to deal with all the grievances related with the internal Assessment and external examinations. All type of grievances related with evaluation process are taken up for consideration and redressed by the Examination Cell. The grievances of students are communicated through the mentors and the faculty members as well .

It is taken up for initial consideration by the Class Mentors and then the Redressal Cell.After a thorough consideration of the matter, the redressal measures are taken. Proper documentation are done related with the Grievances.

We look up to the grievances in the following mannerInternal Grievance Redressal In internal cases, the grievances are usually related to the dissatisfaction in the evaluation in Internal exams or assessment marks so the the concerned faculty takes up essential measures to satisfy the Grievance Raiser providing substantial records (attendance records and performance records).Types of internal grievances areMarked absent in the assignment Marks deduction due to not showing appropriate performance in any one of the assignments.

External Grievance Redressal At the university level, the college examination committee guides the students for necessary actions. The head of the examination committee coordinates with the other

members regarding the smooth conduction of examination procedure, evaluation procedure and results and thereby necessary action is taken.

The college also intimates the university regarding any mismanagement in the conduction of examination from the university side. The students can apply for revaluation or can appear for Back paper in case of any loophole or dissatisfaction.

Types of Grievances dealt by the examination committee arePre-Examination Grievances Not getting Hall Ticket for the examination Different subject mentioned on the admit card Name is not correctly written on the admit card Candidate's Photo missing Form Filling receipt not provided Post-Examination Grievances Result not declared Name not found in result list Absent marked in specific papers Absent marked in all papers

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

2.6.4

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

Response:

Before the commencement of the academic year, the Institution prepares and publishes Academic calendar' containing the relevant information regarding the teaching learning schedule (working days), various events to be organized, holidays, dates of internal examination , semester examination etc. The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process and also displayed in the Principal's office. The students academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit test and semester examinations. The review of internal assessment is taken by the Principal regularly. For the implementation of InternalAssessment Process, Examination committee is formed at the college level which monitor overall internal assessment process.

Every teacher is assigned the subjects to be taught during the academic year. The the teacher plans the teaching and evaluation schedule of the assigned subject. The type and schedule internal evaluation is Planned in consultation with the head of the department. Head of the Department: The Head of the department compiles the academic plan submitted by the teachers and ensures that there is no overlapping of the activities in general and the Continuous Internal Evaluation in particular at both the internal as well as theUniversity level Then the Academic calendar is forwarded to the IQAC.The decision regarding dates for conduct of assignments depends on completion of syllabus, mid- semester breaks, gazetted holidays as well as other planned activities of the college such as the Festivals,Annual Day ,Sports day, etc.

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

College follows the outcome-based education; hence the Program Learning Objectives (PLOs) and Course Learning outcomes (PSO) are aligned with the vision and mission of Zulekha. ZCE focuses on development of its students not only by imparting quality education in teacher training but also in instilling a sense of self worth and discipline. Students would get opportunities to participate in numerous co-curricular activities on and off the campus, to realize their true worth and potential. For defining the PLOs and CLOs, we follow the consultative process involving the stakeholders. Adequate care is being taken by the RTMNU University in describing the knowledge, skills and competencies that students are expected to acquire during B.Ed Program. Zulekha College of Education works on those targeted aims and objectives rigorously to provide quality education to the learners as well as to achieve the expected outcome. Programme Learning outcomes and Course Learning Outcomes : Program learning outcomes of B.Ed. : After completion of the B.Ed. program, the student teacher will be able to

1. Acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools

2. Apply knowledge of various aspects of development of learner for planning learning experiences
3.Develop skills regarding various role of teacher in facilitating learning

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

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

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

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

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

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

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

11.Acquire basic understanding about new trends in education

12.Develop professional attitude towards teaching Pedagogical Skills: -

apply constructivist and cooperative learning principles for teaching-learning process - analyze contexts and the relationship between school curriculum, policy and learning - apply knowledge of the cultures, policies and practices that need to create an inclusive school - use information and communication technology for enhancing learning-teaching process - use drama and art for development of personality of learners - relate knowledge about gender, school and society with learning - acquire basic understanding about new trends in education - develop professional attitude towards teaching ZCE framework for the Program Learning Outcome (PLOs) and Course Learning Outcome(CLOs) Newly recruited staff members are briefed on the Program Outcomes and the Course Outcomes. The Program Learning Outcome (PLOs), Course Learning Outcome(CLOs)of all courses/programs are made available on the website. Program Learning Outcomes and Course Course Learning Outcomes are discussed with the students at the time of orientation. . Bridge Courses help to clear PLOs and CLOs of each course in the beginning of program.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

2.7.2

Average pass percentage of students during the last five years

Response: 462.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	48	30	33

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Any additional information	View Document

2.7.3

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

Response:

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

a) Teachers plan those learning activities in the subject class that can motivate learners to analyze their learning outcomes. The results of each academic year are analyzed thoroughly by the PRINCIPAL, who in turn discuss them with the teachers.

c) The names of meritorious students are prominently displayed to encourage new learners to work in the right direction.

d) Such meritorious students are felicitated for their performance during Annual day.

e) The intended Learning outcomes of other co-curricular and extracurricular activities are also communicated to students from time to time in classes also so that they understand the importance of developing an all round personality.

f) Winners of cultural and Sports events are awarded prizes. Information about student learning is assessed through both direct and indirect measures. Direct measures may include homework, quizzes, exams, reports, essays, research projects, case study analysis and other performances. Examples of

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

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 15

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	[View Document](#)
Data as per Data template	[View Document](#)
Any other relevant information	[View Document](#)

2.7.5

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

Response:

ZCE focuses on identifying the needs of learners at entry level. So that students can be catered according to their needs. Different types of methods are used to cater the needs of learner and to access those needs, various assessment tasks like oral presentations, Assignments, Examinations, Project work, Participation in co-curricular activities are done to know about the performance improvement in student whether it is curricular or co-curricular. Some of the examples to show the extent to which the assessment tasks and performance of the students .

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.1.2

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

Response: 0

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

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

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Income expenditure statements highlighting the research grants received, duly certified by the auditor	[View Document](#)

3.1.3

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

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

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

Response: E. None of the above

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

3.1.4

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

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

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	[View Document](#)
Documentary evidences in support of the claims for each effort	[View Document](#)
Details of reports highlighting the claims made by the institution	[View Document](#)
Any additional information	[View Document](#)

3.2 Research Publications

3.2.1

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

Response: 2.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	3	3	3

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
First page of the article/journals with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.2.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document
Data as per Data Template	View Document

3.3 Outreach Activities

3.3.1

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

Response: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	0	0	8	9

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: 16.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	0	0	8	9

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)

3.3.3

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

Response: 10

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	0	5	5

File Description	Document
Data as per Data Template	View Document

3.3.4

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

Response:

Zulekha College of Education organizes outreach activities in the community with active perticipation of students in various fields viz. education, health awareness programme, current social issues, women empowerment, environment protection etc.

1.Awareness Programmes

Students conducted awareness programmes for public health problems for environment conservation, female health care,

The college organizes rallies especially nearby slums to make the public aware about the issues of social importrance. The students were involeved in the programmes"Swachh Bharat Abhiyan"

2. Sensitization and Humanitarian outreach programmes

The institution makes sure that students get exposed to exposed to socially relevant issues of the under privileged to address the issue and serve the needy encouraging them in humainitarian activities with earmarked for community engagement programmes. ICT mediated Remedial teaching,community awareness programmes are undertaken on varied topics including envieonment related issues, health issues, gender sensitization programme,among adolescents,precautionary measures in the usage of social media,etc. The students visit "orphanages" and "homes for the aged" and distribute tangible gifts,sharing joyand blessings for the underprivileged. participation in such activities have sensitized students toward various social issues. Working along with community members enable student teachers learn to communicate, manage and lead others which contribute towards holistic devlopment.

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)

3.3.5

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

Response: 0

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

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

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	5	0	2	2

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

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 7

3.4.2.1 **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Response: 7

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

3.4.3

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

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

Response: B. Any 5 or 6 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Zulekha college of Education has adequate infrastucture facilities and resources to conduct the curricular and co-curricular activities that enable it to contribute in holistic development of the learner. The college has built up area of 2707 sq.m, that consist of following:-

Classrooms:

College has 6 classrooms, one seminar hall & ICT resources centre, one multipurpose hall and one conference hall that supports the teaching-learning process. The campus is fully wi-fi enabled. Learnerw use ICT facilities in attending webinars, presentations, preparing technology enabled lessong plans and thus become competent to match the needs of the global sector.

Library:

The college has one library associated with one 'library cum reading room'. Library possesses an Integrated library management system, OPAC that helps in maintaining the records of the books/journals.

Laborartories:

Curriculum laboratories available in the college consist of psychology, mathematics, science and social science laboratory. Computer lab is equipped with the software and internet connectivity to make the students proficent in a wide range of computer applications, and thus make them competent in the present scenario of requirement of technology enabled teachers.

Equipments:

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

different behaviours of the persons.

Computing facilities:

Computing laboratory is well equipped with the updated MS-Office software. A common attached printer is also available for printing the documents.

Art & Craft resource centre and teachig learning resource center for work experience. It provides students to encourage arts practices and develop asthetic value.

Girls common room: It provides female students a place to relax, study, and have informal discussions in free time available. Sports field and sports complex : To support sports activities one sports field and sports complex are available in the college.

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

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

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	View Document

4.1.2

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

Response: 100

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

Response: 1

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

Response: 1

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[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: 0

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

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

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

The College Library has a seating capacity of 50 users, consisting of provision to enable students to

access information for their academic pursuits through internet and e-resources. Additionally, 2 computers have been installed for the students. Zulekha college of education keeping in view the mission and vision of RTM university provides all the resources required to empower study through education. Library is located on the 2nd floor of the campus with a total area of _____. The library is well equipped with all the facilities for students and faculty members and provides them with sufficient teaching-learning material. The library has ample books to refer for the core and elective papers as well as for professional growth. The library also has a reading room for students and faculty to work upon references and study material. The library plays a vital role in the teaching-learning process as it provides the material online as well as offline to refer. The students get the books issued for a week and avail the facility of library and its resources to the fullest. Library at zulekha is not just a center of learning but also an ocean of knowledge and learning experiences. Students and faculty contribute contribute to the library facilities by actively participating in all the activities organized by the library cell from time to time. Zulekha keeps on updating itself with latest books and journals to keep abreast of the changing scenario in the education industry. The librarian ensures the students make optimal use of the library.

Library automation:

Zulekha college of education offers a partially automated library and possesses an integrated library management system,_____searching documents in the library and their issuance status. This software is time saving and assists in smooth functioning of the library. The details of library facilities OPAC.

File Description	Document
Any additional information	[View Document](#)

4.2.2

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

Response:

Response:

The college library is a window to the students and teachers of latest information in teacher education, sciences, humanities and social sciences. Being an integral part of academic and research work the library provides information services to support the teaching and learning, research and outreach activities of the institute by creating state-of-the art facilities and offering innovative services. Keeping students at the heart of the library hub, the library is engaged in designing and delivering need based information services. One such service was permitting remote access to the library service through the automated software Opac compliant data can be easily imported from public domain and cooperative networks. It's specialized inbuilt and add on tools such as Books details and author

Utility and Opac base users can manage, search and share resources, benefit from interlibrary loans and consortia borrowing, import bibliographic data and access electronic attachment. The librarian can acquire books, catalogue, circulate and loan, and manage book inventory

The College library subscribes to the e-Resources so that remote access is possible. Students and staff have access to a varied collection of books and journals of different publications online. The information and link needed to access the library resources is provided to the students and staff. Students are oriented on how to link to the library resources remotely during the library induction programme. However, in the event that students and staff are unable to access, An alternative is to use access through the College email and password. Students are thus able to access UGC and its affiliate libraries.

Recently, the College has made available to the students and staff access to the library through the College website. The inventory of all the books accessioned can be accessed. This provides the students and staff to ascertain if the material they need is available in the College Library. The books have to be checked out physically using the library automated service.

In addition to that, the Library has a limited subscription to SAGE publications by which recently published journals can be accessed for a short window of time.

To expand the library holdings, the College embarked on a journey of identifying pertinent e-Books related to the education programmes and educational research. Electronic copies in pdf format and/or links to the e-Books are sent to the library email, the electronic books are downloaded into the drive, catalogued and uploaded into the library NEW Opac LIB catalogue. All e-Books can be available for referencing online without eliminating the physical check-out requirement. Mere than one user can access the e-Book simultaneously,

Students and faculty are continuously involved in the process of identifying e-Books. The e-Books thus submitted are vetted by the Librarian before uploading into the DELNET

The College Alumni are also encouraged to support the library effects by identifying, downloading and donating e-Books to expand to the College's existing library base

File Description	Document
Details of users and details of visits/downloads	[View Document](#)
Any other relevant information	[View Document](#)
Landing page of the remote access webpage	[View Document](#)

4.2.3

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

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

Response: D. Any 1 of the above

File Description	Document
Receipts of subscription /membership to e-resources	[View Document](#)
E-copy of the letter of subscription /member ship in the name of institution	[View Document](#)
Data as per Data template	[View Document](#)

4.2.4

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

Response: 28172.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
38185	60366	0	18625	23686

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

4.2.5

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

Response: 5.09

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: 36

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: 46

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: 69

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: 48

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: 76

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	[View Document](#)
Any other relevant information	[View Document](#)

4.2.6

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

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

Response: E. None of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Today, it is essential for the students to learn and master the latest technologies in order to be corporate ready. As a consequence, teachers are combining technology with traditional modes of instruction to engage students in long term learning. College uses information and communication technology(ICT) in eduction to support, enhance, and optimize the delivery of education. The college has good IT facilities available for teaching-learning, research and administration. The institute has spacious, fully equipped lecture halls. It provides the pupil-teachers with first-hand experience demonstration and practical skill development to handle with dexterity different equipment. Our goal is to standardize all multimedia equipmen in every lecture hall to allow faculty to have the same technical control and capabilities no matter where they are teaching on campus.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)
Any additional information	[View Document](#)

4.3.2

Student – Computer ratio for last completed academic year

Response: 0.83

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

4.3.3

Internet bandwidth available in the institution

Response: 100

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

Response: 100

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)
Any other relevant Information	[View Document](#)

4.3.4

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

1. **Studio / Live studio**
2. **Content distribution system**
3. **Lecture Capturing System (LCS)**
4. **Teleprompter**
5. **Editing and graphic unit**

Response: E. None of the above

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

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 0

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

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

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.4.2

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

Response:

The college has a well defined system in place for the maintainance and utilizationof all its physical and academic facilities.

CLASSROOM AND BUILDING MANAGEMENT

Physical infrastructure is well maintained and upgraded with necessary requirements to ensure comfortable atmosphere. Regular cleaning is done and saturdays are reserved for deep cleaning and sanitization. The plumbers,electricians and carpenters are hired periodically for building maintainance. Regular cleaninf of tanks, garbage, disposal, pest control and campus maintainance is done. The laboratories are maintained.

Library- The library is stacked with thousand of books and periodicals which have been arranged in the prescribed order and binding of books is periodically taken up. Pest control is done on a regular basis to prevent silver and bookworms.

Library rules and procedures followed are as follows:-

All the members of the institution are eligible to get library membership. Library users have to register their details in the entry register, whether they visit. Faculty , staff ,student of the institution need to fill up library membership form with the certification of authorities.

The students can use the borrowed book up to 7 days time and faculty member can use books upto semester.

The books can be renewed if there is no reservation for the particular book.

Late return of the book will earn fine of rupees one per day.

valid ID card is mandatory for utilizing library services reference books and periodicals will not be used

without ID card.

Book purchase procedure:-

Librarian will call for books and journals requirement and book selection is done by the faculty and student of library committee.

The computers lab maintainance is done by 2008. They maintain network, hardware, software, projector and ups maintainance activities of the institution. Network or system problem are dealt by Soft Computer System.. Website updation is done time to time. Regular maintainance of computer equipment are done. Outsourcing is done for maintaince and repairing of IT infrastructure such as computers, internet facilities including WIFI and broadband.

File Description	Document
Any additional information	[View Document](#)
Link for additional inflrmation	[View Document](#)
Appropriate link(s) on the institutional website	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: D. Any 1 of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)

5.1.2

Available student support facilities in the institution are:

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

Response: B. Any 7 of the above

File Description	Document
Geo-tagged photographs	[View Document](#)

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: C. Any 3 or 4 of the above

File Description	Document
Upload any additional information	[View Document](#)
Samples of grievance submitted offline	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)

5.1.4

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

1. Monetary help from external sources such as banks

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

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

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

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: E. None of the above

File Description	Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	**View Document**
Data as per Data template	**View Document**

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 0

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

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

File Description	Document
Data as per Data Template	**View Document**

5.2.2

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

Response: 25.71

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

Response: 6

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

Response: 2

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

Response: 1

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

5.2.3

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

Response: 3.17

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response:

The college duly elects a Student Council which is formed in a democratic manner and executes its work in a justified manner under the guidance of College Head. The Student Council organizes different

programs and plays an active role in academic and co-curricular activities .

Composition of Students Council: It comprises of

a) President

b) Secretary

Election of President and Secretary: -

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

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

A: 75% attendance in the last academic session attended

B: Good conduct in the college as per college records

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

Eligibility for members :-

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

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

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

Functions of the Council: -

I. Student Council President

A. Represent the student body at all college events.

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

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

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

II. Student Council Secretary

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

B. Coordinate the work of committees.

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

III.The Council Member

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

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

C. Serve for their assigned Cell.

D. Volunteer as needed

Role of Students' Council is evident through Cultural programs and sports events :

Students are divided into groups with one or two mentors from respective Cell providing guidance to the students for Sports and Cultural activities .

Women Empowerment: The Members organize various programs (International Women's day) for empowerment of women. Alumni Meet: Members are also a part of ZCE Alumni Cell and contribute in making the alumni strong in all its activities.

Students' Welfare : Students' Council Members are the part of Students Welfare Cell and play an active role to organize activities and welfare related events for the students.

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

5.3.2

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

Response: 4.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	2	7	13

File Description	Document
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of circular / brochure indicating such kind of events	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni of Zulekha College of Education are well placed in various fields like: teaching, education, professional fields, academic and social work. The College has an active alumni group, this group is not registered yet but the process of registration has started and very soon we shall have a registered alumni association. The mission of the ZCE's alumni group is to foster a spirit of loyalty and to promote general welfare of the institute. It offers network opportunities, which can connect recent graduates with established professionals and help to pursue career change. At ZCE, we conduct our annual gathering every year. For their general meetings there is a separate place in college premises, where they can discuss, plan, talk to each other and even they can execute their planning with the help of college faculties and students. The objectives of ZCE Alumni group are:

Maintaining the updates and current information of all alumni.

Participate in teaching practices and internship.

Provide opportunities in placement and growing institute brand.

At ZCE we follow a process to make students a part of the Alumni Group form for all final year students, they can be a member of this group by paying a minimum fee. We also encourage our final year students to continue with our WhatsApp groups so that we can connect with each other for a long time and they can share their experiences, memories and any updates regarding vacancies or upcoming events too. We also encourage them to participate in large numbers in alumni meetings so that they can provide

suggestions for college betterment. If we talk about participation and decentralization positions of the college, we have one representative of ZCE alumni group in College Development Committee (CDC) and in Internal Quality Assurance Cell (IQAC) as a member, this member can express their views in the meetings and make suggestions in the functioning of the college. They continuously evolve as resource person in workshops, in orientation programme of newly admitted students. During any seminars for students, they act as a motivator and help them to groom their skills for practical situations Motivating new students Organizing various activities

5.4.2

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

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Income Expenditure statement highlighting the alumni contribution	[View Document](#)

5.4.3

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

Response: 2

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

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

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

5.4.4

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

Response:

....

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

....
....

6.1.2

Institution practices decentralization and participative management

Response:

....
....

6.1.3

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

Response:

Financial Transparency ZCE maintains transparency in its financial, academic and administration functions by clearly defining its vision mission objectives at all levels. All important matters relating to budget provision of the college and finance budget proposals to be presented before the Governing body for approval at the beginning of each year. There is provision of increment in salary every year for employees of the institute on the basis of their performance. College has an Internal and External audit system which is accessible to all, and the college has

annual budget provision for future betterment. academic calendar that details the various activities in Admission forms are processed online and offline with all the relevant details explained in its prospectus and also on its website. College organizes a campus placement week every year for 4th semester in its premises, this placement drive is open for all students of 4th semester., we also take area preference during internship so that students commute regularly without any trouble. We take feedback from students on a regular basis. The internal assessment comprising various components, ensure that students

monitor their performance, progress and fairness in the evaluation.there is provision of remedial classes and grievance redressal system. We have a facility of online library access for all students as well as for faculty members. we provide facilities to every student for reading daily news and presentation of thoughts of the day, so that they learn presentation skills. Administrative Transparency College has a College Development Committee (CDC) formulated according to Maharashtra Public University Act, 2016; it acts as a link between the college, students and administration. Meetings of CDC are helped regularly to discuss matters related to college development, students and faculty development. recruitment and staff promotion are also undertaken with almost transparency. IQAC is established in the college and plays a pivotal role in academic and administrative activities. 18 different cells are formed in the college to look after different types of activities. Representatives of the management, Principal, faculty members, staff members, students, eminent personalities and alumni are part of the committees.

College divided academic work in curriculum and co-curriculum activities and administrative work is divided into student welfare and administrative committee.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Response:

The IQAC through deliberations with the stakeholders made a perspective plan (2017-2021) in 2017 for the development of academic, administrative and infrastructural facilities and approval was taken from management. The perspective plan is available on the college website which is closely associated with the vision, mission, and goal of the institution. College has regularly enhanced infrastructure and developed capacities for teaching and research of staff according to the changing academic and social environment The purpose of the plan was to strengthen the functioning of institution.

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

Augmentation of Academic infrastructure and Equipment-

Following work is done in relation to infrastructure of the institution and demand of equipment

-Increase in the number of computers

-Increase in the furniture

-Books Rack for library

-Opac Software for library

Speakers

Sports Equipment

-White boards

-Biometric devices

-LCD Projectors

-Laptops

Now the college is well-equipped with all these facilities. The result of these college facilities is reflected in the happiness of students. Teaching-Learning process has become more effective. Furniture in the classrooms, Library has been increased. Opac software has been used for library working. ZCE has been implemented in the institution. Biometric facility for teachers and students is provided in the institution, Language lab has been proved very useful for the students. Sports Equipment are very essential for the holistic development of students. so institution has also worked on it. Stage has been constructed in the campus for all types of activities.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)

6.2.2

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

Response:

The IQAC through deliberations with the stakeholders made a perspective plan (2017-2021) in 2017for the development of academic, administrative and infrastructural facilities and approval was taken from management. The perspective plan is available on the college website which is closely associated with the vision, mission, and goal of the institution. College has regularly enhanced infrastructure and developed capacities for teaching and research of staff according to the changing academic and social environment The purpose of the plan was to strengthen the functioning of institution. One of the examples of activity successfully implemented based on perspective plan is as follows: Augmentation of Academic infrastructure and EquipmentFollowing work is done in relation to infrastructure of the institution and demand of equipment -Increase in the number of computers -Increase in the furniture -Language Lab set up -Books Rack for library -Opac Software for library -Renewable energy devices

Speakers -Microphones -Sports Equipment -White boards -Biometric devices -Construction of Stage -Increase in the number of LMS -LCD Projectors -Laptops Now the college is well-equipped with all these facilities. The result of these college facilities is reflected in the happiness of students. Teaching-Learning process has become more effective. Furniture in the classrooms, Library has been increased. Opac software has been used for library working. Biometric facility for teachers is provided in the institution. has been proved very useful for the students. Sports Equipment are very essential for the holistic development of students. so institution has also worked on it. Management has also worked on increasing the number of lifts. Stage has been constructed in the campus for all types of activities.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

6.2.3

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

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

Response: B. Any 5 of the above

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Annual e-governance report	[View Document](#)

6.2.4

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

Response:

ZULEKHA College of Education constituted different committees and cells for the planning and implementation of various activities. In the beginning of the session, members are assigned (as and when required) in the committees / cells for its proper functioning. The committees/cells regularly conduct meetings to discuss relevant matters/issues and take appropriate decisions thereof, and minutes of the meetings are duly accorded. The objective of the cultural cell is to bring out the various talents of the students, inculcate team spirit and to account for overall personality development of students. To fulfill its objectives, the cultural cell conducts various activities regularly after cell meetings. Here, description of one decision made by the cultural cell is elaborated

"In the five days of competition, both of them cleared events of General Knowledge test, Physical Fitness test, Personal Interview, Essay writing, Group Discussion, Extempore, Situational round and Talent round to make their mark in top ten students. Activities decided for the contest were classical Dance, Folk Dance, Light Vocal Singing, Mime & Mimicry, Speech/Elocution, Poster Making & Cartooning, Poetry, Clay Modeling and Rangoli. The cultural cell conducted a meeting to finalize the date, time, mode and rules for the activities in advance. The winners for each activity were decided by a team of three judges including Principal, Head and a faculty.

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

....
....

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**

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

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

6.3.3

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

Response: 14

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	3	3	3

File Description	Document
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)

6.3.4

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

Response: 0

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

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

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

6.3.5

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

Response:

An effective performance appraisal system works towards the improvement of the overall institutional performance of teaching and non-teaching staff for achieving the overall institutional Self Study Report of Zulekha COLLEGE OF EDUCATION mission and vision. Adopting the same , the Institute is following an appraisal scheme. In this scheme, the performances are classified into -Effectiveness of Academic Management (Teaching, Learning and Evaluation related activities),Co-Curriculars, Extension, Professional Development activities ,Research Publications,Academic Contributions and Code of conduct(punctuality and regularity) . At the end of each academic year, the data pertaining to the above categories are collected from the faculty members and the non-teaching staff in the format provided by the institution mostly in the month of July . Further, at the end of semester, feedback forms are issued to the students to collect information about the teacher and different aspects pertaining to the teaching process. A team consisting of the Principal and Head of the Department goes through the feedback forms collected from the students and suggest suitable measures to improve the teaching-learning process. For non-teaching staff ,the feedback are collected from each department and appraisals are given. We can define the following purposes : 1. Providing feedback to employees about their performance. 2. Facilitating decisions concerning pay increases, promotions, layoffs. 3. Encouraging performance improvement. 4. Setting and measuring goals. 5. Determining individual and organisational training and development needs. 6. Confirming that good hiring decisions are being made. 7. Improving overall organisational performance . Qualitative and quantitative parameters adopted for Teaching Faculty Appraisal are - 1. Effectiveness of Academic Deliverance –It is evaluated on the basis of teachers' academic deliverance in B.Ed Program- Daily attendance record of students,Course development and management, coordination with students in terms of subject deliverance, class activities, lab related practical work, attendance issues etc. in due time line and mentoring in co-curriculars like college events,workshops and Guest lectures ,. 2. Effectiveness of Academic Management(Coordination)– Completion of additional activities Self Study Report of ZULEKHA COLLEGE OF EDUCATION allotted in due time line. 3. Academic Development(self as well as the college)– Initiatives taken for self improvement/ enhancement, Development of Best practices at

workplace 4. Contribution to other Departmental Functions – Initiatives taken to other Departmental Functions as a whole. 5.Research Work-Involvement in research related activities is also one of the parameters for Appraisal. Qualitative and qualitative parameters adopted for Non-Teaching Staff areAll non-teaching staff are also assessed through annual performance appraisal.The various parameters for staff members are assessed under different categories i.e- Departmental and Cell Activities,academic and administrative coordination- Industry Interaction,Academic Management,Self Development ,

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	[View Document](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Response: Institute conducts internal financial audits regularly on an annual basis by the Chartered of ZULEKHA COLLEGE OF EDUCATION Accountant. The institution has computerized its financial management system and all the accounts are managed by the tally software. Any query or explanation asked by the CA are explained. There are no objections reflected as such in the report yet.

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

6.4.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

6.4.3

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

Response:

Zulekha College of Education has certain strategies for mobilization of funds and the optimal utilization of resources. The resource mobilization policy and a procedure are displayed on the Institutional website. The budgetary resources are mobilized through various resources such as, tuition fees, and other fees, donations collected through well-wishers, alumni and the gratitude fund donated by the college staff. Since, accommodate the of ZULEKHA COLLEGE OF EDUCATION expenses from two funds which are Tuition Fee and Alumna Funds. The College utilizes these funds for the following resources: 1.Library Books: The above funds are utilized for purchasing the books for the library so that a rich learning resource centre can be provided to the students. as the Library is the centre of learning. The books are purchased on a regular basis for the library using the above funds in an optimal manner. 1.Infrastructural Improvements:. 1.Learning material for activities: College spends the above funds for purchase of learning material like charts, stationary material etc to conduct various activities in the college like House activities, Competitions, celebrations etc. 1.Security Purpose: At Zulekha safety and security are primary concerns and is looked after constantly by appointing the security guards ensuring safety and security of each in the college. 1.Housekeeping: College ensures cleanliness and well sanitized premises to the inmates and for this purpose an adequate number of staff is appointed. College utilizes a fine amount of funds on housekeeping to provide clean and hygienic premises. Self Study Report of ZULEKHA COLLEGE OF EDUCATION 1.Repair & Maintenance: a considerable amount of funds is utilized on repair and maintenance of on-going wear and tear in the building. 1.Insurance: College utilizes the above mentioned funds for Insurance purposes as well. 1.Building usage charges: The above funds are allocated to cater Building usage charges as well. 1.Electricity: Constant power supply is ensured in the college so that no hindrance occurs in the smooth functioning of the Teaching-learning process.

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File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Zulekha College of Education aims at empowering women and being a Teachers training institute (only for girls) its objective is to provide best possible opportunities to student teachers for their holistic development to serve the society after completion of the course. Establishment of IQAC is a concrete step towards development of students. The prime task of the IQAC is to develop a system for purposeful and consistent improvement in the overall performance of the institute and specifically of students. In this regard IQAC of the College was constituted for five years on 7th of July 2017 under the of our Principal Sarika Dabare and Coordinator Jaya Kartar along with teachers, members from Management of the Institute, Senior Administrative Officers, Nominees from Local Authority, students, Alumni, Employers and Stakeholders. To ensure clarity and focus in college functioning towards quality enhancement through different strategies. The IQAC was constituted to develop an awareness system for consistent improvement in the overall performance of institutions related to academics and administration aspects. From 2017 onwards, IQAC was constituted with the following goals: Communication of information on the various quality parameters of higher education Development of quality benchmarks for the various academic and administrative activities of the institution. Documentation of the various activities leading to quality improvement. Obtaining, analyzing and action taken on feedback responses from students, parents, and alumni on quality-related institutional processes Process Adopted by the IQAC of Institute College IQAC functions actively in improving the quality of education, teaching learning process and learning outcomes by internalizing policy and procedures of these quality strategies. The quality strategies and processes used are: To intensify curricular aspects with value added course, self study courses, organization skill programme To intensify feedback collection, analysis and review zulekha COLLEGE OF EDUCATION To improve continuously in admission process, student diversity, teachers quality, teaching learning process and learning outcome Outcome based education is initiated by IQAC Result-analysis and active Grievance Redressal Cell Extension activities including FDP are enhanced IQAC works constantly to establish newer collaborations and linkages with different organizations Updating Infrastructural facilities including physical facilities, ICT facilities, library facility with ICT integration To strengthen student support system with management scholarship Encourage student council activities including sports and cultural Continuously practice decentralized and Participative governance with faculty performance evaluation through self-appraisal forms and confidential reports To express strong concern for environmental activities including rain water harvesting , waste management and Energy Saving. IQAC works constantly to promote research work

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View Document](#)
Any additional information	[View Document](#)

6.5.2

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

Response:

The institution reviews its teaching-learning process at periodic intervals through its various Academic and Administrative Committees which includes different cells like Discipline Cell, Cultural Cell, Sports Cell, Library Cell, Women Development Cell, Student Welfare Cell, Examination Cell, Alumni Cell, Grievance Cell, Anti Ragging Squad, Internal Compliance Cell, Research Cell, Publication Cell, Admission Cell, Academic Planning Cell. Various quality initiatives for improving the teaching-learning process are taken by the Institute under the guidelines of IQAC like Organization of Seminars, Workshops, Events like Annual Carnivals, Graduation Ceremony, Exhibitions related to pedagogy subjects, field visits like visit to Mother Dairy, Science center etc. for the Students, Faculty Development Programmes for faculty, Value-added courses for students, Encouragement to use ICT resources in teaching learning process. Institute reviews its teaching learning process through taking feedbacks in different areas: Feedback from students, teachers and alumni on curriculum aspects is taken on a continuous basis, it is analyzed and appropriate steps are taken for improvement. Feedback of teachers is taken from students and accordingly suggestions are given. Feedbacks are collected after conduct of different activities. These feedbacks are collected and consolidated at the institutional level. The corrective actions are taken through IQAC. Self Appraisal Forms are collected from faculty. Besides this IQAC has reviewed and implemented its teaching-learning process through the following ways: On the basis of the feedback received from students and Alumni during the last four years it was identified that there was a need for introducing the usage of new technology for the teachinglearning process. Taking this into account, the IQAC has taken efforts to improve the facilities: Internet and WI-FI facility is provided. LCD projectors are installed in classrooms and laboratories. N-List Membership Projects were assigned to students to develop ICT based teaching-learning materials. Online feedback system is introduced for feedback on curriculum, teaching learning process

6.5.3

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

Response: 5.4

6.5.3.1 **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality**

during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
5	0	2	7	13

File Description	Document
Data as per Data Template	View Document

6.5.4

Institution engages in several quality initiatives such as

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

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: C. Any 2 of the above

File Description	Document
Feedback analysis report	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document

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6.5.5

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

Response:

One of the main functions of the IQAC is to review the teaching- learning process, structures & methodologies of operations and learning outcomes at periodic intervals to assure quality of functioning in the Institution. The IQAC at Satyam is committed to a learner centric approach regarding teaching

learning progression and has designed the policy to assess and evaluate it intermittently. Accordingly, it provides support and guidance to the faculty. Teaching, Learning activities are improvised, modified after taking the review and suggestions are implemented as per the needs. The IQAC has designed gradual attributes like academic excellence, communication skills, personality development, leadership and global citizenship. To achieve learning outcomes, the IQAC periodically reviews the teaching learning process and suggests gradual and regular expansion, up-gradation and addition of the requisite material, equipment, infrastructure etc. IQAC consistently works towards incremental strategies to make the functioning of the institute effective and smooth. These strategies effectively work in line with the changing needs of the industry and students. This process is prominently evident through the following examples:

Constitution of Cells for smooth Functioning of Institution IQAC worked upon constitution of various cells since 2017 to decentralise the work among the members of staff and hence the below mentioned cells were constituted to streamline the work of the institute which are as follows:

1.Admission and SC, ST, OBC Cell: Looks after admissions and category students and their fees concessions according to the documents produced. This cell works round the year as the queries are met for admissions at all times. This cell also decided upon the strategies each year to increase the number of admissions to fill all 100 seats.

3.Cultural Cell: Looks after the cultural activities, celebrations and festivals around the session. The cell maintains all the records of the events conducted.

4.Sports Cell: Looks after the sports related activities providing kinesiological activities and facilitating for physical development by recreation activities.

5.Library Cell: Looks after the library records, new books required, memberships of different e-resources, students usage of library.

6.Women Development Cell: Organises activities for women empowerment and upliftment of women celebrating womanhood. The cell organises Self-defence workshops, Gender Equality day celebration, Women's day celebration etc.

7.Examination Cell: Looks after Internal & external examination and maintains examination records. The cell keeps the record of any grievances related to examination and acts as a bridge between university and college for smooth execution of examinations.

8.Alumni Cell: Ensures alumni association with the Institute and organises activities with and for alumni. The cell also organises alumni meet each year to keep alumni in contact and for their lifelong association with their college.

9.Internship Cell: Looks after the Internship and teaching practice of trainees in reputed schools. Also, maintains record of teaching practice and duty charts for supervision. The cell also prepares a list of schools to be approached for internship next year and works for establishing MOUs with reputed schools in the proximity.

10.Academic Planning Cell: Plans the session plan and academic calendar for the complete session for well planned and organised functioning of the Institute.

11.Grievance Cell: Looks into the grievances of students and their resolution according to the UGC guidelines. The cell works confidentially on each grievance and resolves them in a given timeline.

12. Internal Compliance Cell: Looks into all the matters related to Gievances, Anti ragging and sexual harassment.

14.Student Welfare Cell: Works for the students welfare activities like equipping students with online platforms and its functioning, conducting workshops and guest lectures like preparing e-portfolio etc.

15. Extension Cell: Looks after organisation of workshops, seminars, guest lectures and conferences. The cell rigorously works towards extension of learning of students through varied modes of learning such as celebrating Literacy week & Yoga day etc.

16.IQAC Cell: Looks after the functioning of all the cells and takes decisions for the incremental strategies in context of all aspects such as Administrative, Academic & Infrastructure etc. IQAC hold regular meetings to take decisions upon major issues and provides guidelines for other cells.
17.Discipline Cell: The cell looks after the maintenance of discipline in the Institute. This also includes making strategies to instill discipline among students and also the activities to teach discipline to them.

File Description	Document
Relevant documentary evidence in support of the claim	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

....
....

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)

7.1.2

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

Response:

....
....

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)

7.1.3

Institution waste management practices include

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

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)
Any additional information	[View Document](#)

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

7.1.5

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

Response:

Sanitation is considered as basic determinant in quality of life and human development index. Ensuring that college is well maintained is not only conducive to productivity, it also increase the likelihood of expecting more students. The institute promotes and aligns goals to national mission of Swatch Bharat or Clean India Campaign which bring about change in behavioral and attitudinal aspect of habitants. The

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institute strongly believes in emphasizing on Information, Education and Communication (IEC) for effective participation of campus users. The institute highlights and takes care of every basic parameter of maintenance of cleanliness likepersonal hygiene, safe water, waste water disposal, The Institute has framework in terms of Policies since Oct, 2021 for Waste Management- (Solid, Liquid and Hazardous), Water Management and Green Cover Management to maintain and check all the basic parameters. In a quest for healthy, livable and sustainable campus, spaces with plantation have a vital role. To add to the green cover of the Institute many tree plantation drives have been conducted by the institute The institute also prohibits intra movements of vehicles as to enhance the indoor air quality of the campus which in return reduce the air pollution. The institute has a robust network of sewage disposal system which also act as a guiding force to implement hygiene and cleanliness in the campus Institute is resilient in deployment of dedicated team for maintenance of water system, drainage system and waste management system in the campus. The periodic maintenance practiced in the campus induces sense of cleanness and also cut off extra expense on wastageThe water purifier (RO System) is installed at common level to ensure water quality. The institute believes in the fact that precaution is better than cure and abides to it thoroughly.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Documents and/or photographs in support of the claim	[View Document](#)
Any additional information	[View Document](#)

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Snap shots and documents related to exclusive software packages used for paperless office	[View Document](#)
Income Expenditure statement highlighting the specific components	[View Document](#)
Circulars and relevant policy papers for the claims made	[View Document](#)
Any additional information	[View Document](#)

7.1.7

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

Response: 0

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

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

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

7.1.8

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

Response:

....
....
....

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)

7.1.9

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

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

Response: C. Any 2 of the above

File Description	Document
Details of the Monitoring Committee, Professional ethics programmes, if any	[View Document](#)
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)
Any additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Two best practices implemented by the Institution

Satyam college of Education is affiliated to RTM Nagpur University. The college constantly works towards excellence in Education and for the welfare of students associated with the Zulekha family. We endeavor to offer bes experiences to students and involve all the activities required for the quality

assurance in Education. Although at Zulekha we have all our practices at best but to list any two practices considered being the best practices of the institution the following are listed:

Best practice I

1. Title of the practice: Empowering through Education

1. Objective of the practice:

1. To equip students with all required life skills.

2. To avail students an exposure to real field situations before completing their course.

3. To provide students good opportunities to observe, learn and empower themselves.

Practice:

Zulekha College of Education organizes a Scout & Guide Camp each year in the college premisses. Students are taught skills of camping and surviving in any circumstances. It helps students develop physically, intellectually, socially and spiritually. It is all about building confidence,self-esteem, learning important life skills and leadership skills, team building, education and fun! Each year the camp is guided by Mr. Devendra Armarkar

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

ZCE aspires to be a leading Institution in the country offering quality teacher education to enlighten,emancipate and empower the student-teacher fraternity and to foster lifelong learning. It is believed that our future is a link to the present,so it is our duty to sensitize the young generation of the country about personal,social,local & global issues.We are ready with our students as support engine-reviving the momentum to bring holistic concepts to classrooms. The college is located in the main part of the commercial area i.e.,Shantinagar, Itwari railway station road Nagpur. Another evidence of the

college's effectiveness is the increasing number of our alumni who are getting appointed as faculty members in different schools of neighbouring areas. It is our vision and priority to provide our students a healthy and quality environment that helps to develop their core skills which in turn develops their critical thinking skills. We at ZCE use to celebrate National Days along with the Environment day/Earth Day/ National Girl Child Day to make students aware of our surroundings.. Vision of the college is to empower students with health issues and workshop was organised WORLD AIDS DAY & spread awareness about cervical cancer Every year ZCE also organizes a Zed FEst Programme for students to showcase their talent in different fields like Dance / Singing /Poster Making /Cooking without Fire etc. As ZCE is committed to all round development of students so every year Field Trips are also organized to enhance their team work,& coordination and visit places like,National Science Center ,Book Fair etc . To enhance the Professional growth and skills of students in their respective field, a Workshop on Resume Writing / CV writing is also organized. Moreover ZCE is instrumental in building peer-to-peer relationships ,while shaping their perspectives,opinions and identity.So it uses every tool and technique for effective classroom upliftment and appreciates the students' efforts on each level. The college inculcates courses like Computers ,Career Guidance ,workshop are provided to felicitate economic security and financial independence of Students .And cooperation of Parents,Principal and faculties are included in this. Remedial classes for slow learners is another step to pull up the students lagging in their studies.The students are given scholarships also. Relentless efforts of the college in the direction of realization of its vision have fructified in the upsurge of its academic achievements.

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

5. CONCLUSION

Additional Information :

1. Zulekha College is affiliated college of SNDT University, and as such follows a predetermined syllabus. However, the college innovates within these established academic structures, committed to providing holistic development for its all-women student body.

2. Zulekha College is at prime location with Itwari railway station in close vicinity of the college. The college campus has facilities like photocopy, Xerox, Drinking Water,Fire Safety , Parking, Multi Purpose Hall, IQAC Hall With All Sound system with Projector big Screen and canteen for students.

3. In spite of being located in the thriving part of the city, Zulekha College campus is extremely verdurous. It has a maze of tall trees, lush green lawns and pruned hedges.

4. The college conducts several cultural, sports and community-based outreach programmes to provide students with holistic education and experience so that they become assets to their professions and to the society.

5. At ZCE, education is dialogic, and it is the feedback system that gives it this transparency and accountability.

6. Different cells and committees have been formed for the effective functioning of the department,

Concluding Remarks :

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

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

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