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Guidelines for the Creation of the
Internal Quality Assurance Cell
(IQAC) and Submission of Annual
Quality Assurance
Report (AQAR) by Accredited
Institutions

(For Universities)

(Revised on 20th February, 2020)



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

**NATIONAL ASSESSMENT AND ACCREDITATION
COUNCIL**

An Autonomous Institution of the University

Grants Commission

P. O. Box. No. 1075, Opp: NLSIU, Nagarbhavi, Bangalore - 560 072 India

NAAC

VISION

To make quality the defining element of higher education in India through a combination of self and external quality evaluation, promotion and sustenance initiatives.

MISSION

- To arrange for periodic assessment and accreditation of institutions of higher education or units thereof, or specific academic programmes or projects;*
- To stimulate the academic environment for promotion of quality of teaching-learning and research in higher education institutions;*
- To encourage self-evaluation, accountability, autonomy and innovations in higher education;*
- To undertake quality-related research studies, consultancy and training programmes, and*
- To collaborate with other stakeholders of higher education for quality evaluation, promotion and sustenance.*

Value Framework

To promote the following core values among the HEIs of the country:

- *Contributing to National Development*
- *Fostering Global Competencies among Students*
- *Inculcating a Value System among Students*
- *Promoting the Use of Technology*
- *Quest for Excellence*

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(For Universities)

(Revised on 26th September, 2019)



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Guidelines for the Creation of the Internal Quality Assurance Cell (IQAC) and Submission of Annual Quality Assurance Report (AQAR) in Accredited Institutions

Introduction

In pursuance of its Action Plan for performance evaluation, assessment and accreditation and quality up-gradation of institutions of higher education, the National Assessment and Accreditation Council (NAAC), Bangalore proposes that every accredited institution should establish an Internal Quality Assurance Cell (IQAC) as a quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of the institution's system and work towards realisation of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions. For this, during the post-accreditation period, institutions need to channelize its efforts and measures towards promoting holistic academic excellence including the peer committee recommendations.

The guidelines provided in the following pages will guide and facilitate the institution in the creation and operation of the Internal Quality Assurance Cell (IQAC). The work of the IQAC is the first step towards internalization and institutionalization of quality enhancement initiatives.

Its success depends upon the sense of belongingness and participation in all the constituents of the institution. It will not be yet another hierarchical structure or a record-keeping exercise in the institution. It will be a facilitative and participative voluntary system/unit/organ of the institution. It has the potential to become a vehicle for ushering in quality enhancement by working out planned interventionist strategies by IQAC to remove deficiencies and enhance quality like the "Quality Circles" in industries.

IQAC – Vision

To ensure quality culture as the prime concern for the Higher Education Institutions through institutionalizing and internalizing all the initiatives taken with internal and external support.

Objective

The primary aim of IQAC is

- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
- To promote measures for institutional functioning towards quality

enhancement through internalization of quality culture and institutionalization of best practices.

Strategies

IQAC shall evolve mechanisms and procedures for

- a) Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks;
- b) Relevant and quality academic/ research programmes;
- c) Equitable access to and affordability of academic programmes for various sections of society;
- d) Optimization and integration of modern methods of teaching and learning;
- e) The credibility of assessment and evaluation process;
- f) Ensuring the adequacy, maintenance and proper allocation of support structure and services;
- g) Sharing of research findings and networking with other institutions in India and abroad.

Functions

Some of the functions expected of the IQAC are:

- a) Development and application of quality benchmarks
- b) Parameters for various academic and administrative activities of the institution;
- c) Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- d) Collection and analysis of feedback from all stakeholders on quality-related institutional processes;
- d) Dissemination of information on various quality parameters to all stakeholders;
- e) Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- f) Documentation of the various programmes/activities leading to quality improvement;
- g) Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;
- h) Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;
- i) Periodical conduct of Academic and Administrative Audit and its follow-up
- j) Preparation and submission of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC.

Benefits

IQAC will facilitate / contribute to

- a) Ensure clarity and focus in institutional functioning towards quality enhancement;
- b) Ensure internalization of the quality culture;
- b) Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices;
- c) Provide a sound basis for decision-making to improve institutional functioning;

- d) Act as a dynamic system for quality changes in HEIs;
- e) Build an organised methodology of documentation and internal communication.

Composition of the IQAC

IQAC may be constituted in every institution under the Chairmanship of the Head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists and representatives of local management and stakeholders.

The composition of the IQAC may be as follows:

1. Chairperson: Head of the Institution
2. Teachers to represent all level (Three to eight)
3. One member from the Management
4. Few Senior administrative officers
5. One nominee each from local society, Students and Alumni
6. One nominee each from Employers /Industrialists/Stakeholders
7. One of the senior teachers as the coordinator/Director of the IQAC

The composition of the IQAC will depend on the size and complexity of the institution, accordingly the representation of teachers may vary. It helps the institutions in planning and monitoring. IQAC also gives stakeholders or beneficiaries a cross-sectional participation in the institution's quality enhancement activities. The guidelines given here are only indicative and will help the institutions for quality sustenance activities.

The membership of such nominated members shall be for a period of two years. The IQAC should meet at least once in every quarter. The quorum for the meeting shall be two-third of the total number of members. The agenda, minutes and Action Taken Reports are to be documented with official signatures and maintained electronically in a retrievable format.

It is necessary for the members of the IQAC to shoulder the responsibilities of generating and promoting awareness in the institution and to devote time for working out the procedural details. While selecting these members several precautions need to be taken. A few of them are listed below:

- ☐ It is advisable to choose persons from various backgrounds who have earned respect for integrity and excellence in their teaching and research. Moreover, they should be aware of the ground realities of the institutional environment. They should be known for their commitment to improving the quality of teaching and learning.
- ☐ It is advisable to change the co-ordinator after two to three years to bring new

thoughts and activities in the institution.

- ☐ It would be appropriate to choose as senior administrators, persons in charge of institutional services such as library, computer center, estate, student welfare, administration, academic tasks, examination and planning and development.
- ☐ The management representative should be a person who is aware of the institution's objectives, limitations and strengths and is committed to its improvement. The local society representatives should be of high social standing and should have made significant contributions to society and in particular to education.

The role of the Coordinator

The role of the coordinator of the IQAC is crucial in ensuring the effective functioning of all the members. The coordinator of the IQAC may be a senior/competent person with experience and exposure in quality aspects. She/he may be a full-time functionary or, to start with, she/he may be a senior academic /administrator entrusted with the IQAC as an additional responsibility. Secretarial assistance may be facilitated by the administration. It is essential that the coordinator may have sound knowledge about the computer, data management and its various functions such as usage for effective communication.

Operational Features of the IQAC

Quality assurance is a by-product of ongoing efforts to define the objectives of an institution, to have a work plan to achieve them and to specify the checks and balances to evaluate the degree to which each of the tasks is fulfilled. Hence devotion and commitment to improvement rather than mere institutional control is the basis for devising procedures and instruments for assuring quality. The right balance between the health and growth of an institution needs to be struck. The IQAC has to ensure that whatever is done in the institution for "education" is done efficiently and effectively with high standards. In order to do this, the IQAC will have to first establish procedures and modalities to collect data and information on various aspects of institutional functioning.

The coordinator of the IQAC will have a major role in implementing these functions. The IQAC may derive major support from the already existing units and mechanisms that contribute to the functions listed above. The operational features and functions discussed so far are broad-based to facilitate institutions towards academic excellence and institutions may adapt them to their specific needs.

The Institutions are requested to submit the AQAR after one year from date of Accreditation every year. A functional Internal Quality Assurance Cell (IQAC) and timely submission of Annual Quality Assurance Reports (AQARs) are the Minimum Institutional Requirements (MIR) to volunteer for second, third or subsequent cycle's accreditation. During the institutional visit the NAAC peer

teams will interact with the IQACs to know the progress, functioning as well as quality sustenance initiatives undertaken by them.

The Annual Quality Assurance Report (AQAR) may be the part of the Annual Report. The AQAR shall be approved by the statutory bodies of the HEIs (such as Syndicate, Governing

Council/Executive Council/Board of Management) for the follow up action for necessary quality enhancement measures.

The IQACs may create its exclusive window tab on its institutional website for keeping the records/files of NAAC, Peer Team Reports, AQAR, and Certificate of Accreditation Outcomes and regularly upload/ report on its activities, as well as for hosting the AQAR.

Revised Accreditation Framework

NAAC has launched Revised Accreditation Framework since July, 2017 and hence AQAR format also modified, in cognizance with the new methodology. The tools and parameters are designed in the new AQAR format in such a way that the preparation of AQAR would facilitate the HEI's for upcoming cycles of Accreditation. Data collected/prepared infuses quality enhancement measures undertaken during the years. Further, it also adds quality enhancement and quality sustenance measures undertaken in teaching, learning, research, extension and support activities of the Institution. It is hoped that new AQAR would facilitate Educational Institutions for creating a good database at Institutional level for enhancing the quality culture.

As per the Revised Accreditation Framework (RAF), the NAAC Accredited institutions need to submit the AQAR online. NAAC is in the process of ICT integration in Assessment and Accreditation. The login id for the online submission for AQAR submission will be the e-mail id used for the IIQA. The AQAR submission is part of the post accreditation module, in due course of time. NAAC portal will have the facility to submit the AQAR online and Institutions will receive automated responses.

The Higher Education Institutions need not submit the printed/hard copy of AQAR to NAAC.

Mandatory Submission of AQAR by IQAC

The Executive Committee of NAAC has decided that **regular submission of AQARs is mandatory for 2nd and subsequent cycles of accreditation with effect from 16th September 2016:**

The following are the prerequisites for submission of IIQA for all Higher Education Institutions (HEIs) opting for 2nd and subsequent cycles of A & A:

- ☐ Having a functional IQAC.
- ☐ The minutes of IQAC meeting and compliance to the decisions should be

uploaded on the institutional website.

- ☐ Mandatory submission of AQARs on a regular basis for institutions undergoing the second and subsequent cycles of Assessment and Accreditation by NAAC.
- ☐ Upload the AQAR's on the institutional website for access to all stakeholders.

Note: The terms and abbreviation used in AQAR are in accordance with respective manuals for assessment of NAAC. Please refer institutional manual for glossary and abbreviations terms used in AQAR.

The Annual Quality Assurance Report (AQAR) of the IQAC (For Universities)

Institutions Accredited by NAAC need to submit an Annual self-reviewed progress report i.e. Annual Quality Assurance Report (AQAR) to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the IQAC at the beginning of the Academic year. *The AQAR period would be the Academic Year. (For example, June 1, 2017 to May 31, 2018)*

Part – A

Data of the Institution

(data may be captured from IIQA)

1. Name of the Institution:

- Name of the Head of the institution:
- Designation:

- Does the institution function from own campus:
- Phone no./Alternate phone no.: Mobile no.:
- Registered Email:
- Alternate Email:

- Address :

- City/Town :

- State/UT :
- Pin Code :

2. Institutional status:

- University: State/Central/Deemed/Private:
- Type of Institution: Co-education/Men/Women:
- Location : Rural/Semi-urban/Urban:
- Financial Status: Centrally funded/state funded/Private: (please specify)
- Name of the IQAC Coordinator/Director:
- Phone no. /Alternate phone no. :

- Mobile:
- IQAC e-mail address:
- Alternate Email address:

3. Website address:

Web-link of the AQAR: (Previous Academic Year):

For ex. <http://www.chanakyauniv.edu.in/AQAR2015-16.doc>

- 4.** Whether the Academic Calendar is prepared during the year? Yes/No, if yes, whether it is uploaded in the Institutional website:

Weblink:

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1 st				from: to:
2 nd				from: to:
3 rd				from: to:
4 th				from: to:
5 th				from: to:

6. Date of Establishment of IQAC:

DD/MM/YYYY:

7. Internal Quality Assurance System

7.1 Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & duration	Number of participants/beneficiaries
•		
•		
•		

Note: Some Quality Assurance initiatives of the institution are: (Indicative list)
Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback from all stakeholders collected, analysed and used for improvements
Academic Administrative Audit (AAA) conducted and its follow up action
Participation in NIRF
ISO Certification
NBA etc.
Any other Quality Audit

8. Provide the list of Special Status conferred by Central/ State Government -

UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount

9. Whether composition of IQAC as per latest NAAC guidelines: Yes/No:
 *upload latest notification of formation of IQAC

10. No. of IQAC meetings held during the year: The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website.....
 Yes/No
 (Please upload, minutes of meetings and action taken report)

11. Whether IQAC received funding from any of the funding agencies to support its activities during the year?
 Yes
 If yes, mention the amount: Year:

12. Significant contributions made by IQAC during the current year (maximum five bullets)

- Through IQAC a Staff Enrichment Program was conducted.
- Through the suggestions provided by IQAC, Practicals were converted into innovative forms like: gender vase exhibition, ICT exhibition, Warli for Drama & Art in education, Teaching aids making for special children, reviews of researches and so on.
- Organized Innovative teaching learning contest in collaboration with Homi Bhabha Centre for Science Education (HBCSE), TIFR, Mumba and Mental Health Day Awareness rally.
- VishwaJigyasa Extempore competition was organised
- Intra-institutional collaboration for teaching of courses like Drama and Art in Education
- Updated and gave suggestions to add innovative practices in the syllabus for all the courses by providing value added courses

Plan of Action	Achievements / Outcomes

the AQAR was placed before the statutory body? Yes /No:

13. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?
 Yes/No: **No** Date:

14. Whether institutional data submitted to AISHE: Yes/No: Year:

Date of Submission:

- 15.** Does the Institution have a Management Information System?
If yes, give a brief description and a list of modules currently operational. (Maximum 500 words)

Part-B

CRITERION I – CURRICULAR ASPECTS					
1.1 Curriculum Design and Development					
1.1.1 Programmes for which syllabus revision was carried out during the Academic year					
Name of Programme	Programme Code	Dates of revision			
Doctor of Philosophy	PhD	3rd April 2019			
Bachelor of Education	Bachelor of Education (B. Ed)	3rd April 2019			
Master of Arts in Education	M.A in Education (MAED)	3rd April 2019			
1.1.2 Programmes/ courses focussed on employability/ entrepreneurship/ skill development during the Academic year					
Programme with Code	Date of Introduction	Course with Code	Date of Introduction		
M.A in Education (MAED)	3rd April 2019	19MAED105 Educational Leadership (Certificate Course)	The M.A education course all topics are related to employability like educational leadership, curriculum transaction, capstone project, Internship, Assessment for learning. The entire course gives insight into the education field and develops the skills.		
	3rd April 2019	19MAED201 Educational Technology & Design Thinking			
	3rd April 2019	19MAED304 Guidance and Counseling			
	3rd April 2019	19 MAED402 Special Education	B.Ed syllabus is a professional course hence caters to only skills development as a teacher. Internship, understanding self, multiculturalism, literary sensibility, drama and art in education all caters to the skill development.		
Bachelor of Education (B.Ed.)	3rd April 2019	19BED107 Facilitating Learning Skills			
	3rd April 2019	19BED108 Practice Lessons			
	3rd April 2019	19BED109 Critical understanding of ICT			
	3rd April 2019	19BED111 Reading and Reflecting on Text			
	3rd April 2019	19BED112 School Engagement			
1.2 Academic Flexibility					
1.2.1 New programmes/courses introduced during the Academic year					
Programme/Course	Date of introduction				
Nil	NA				
1.2.2 Programmes in which Choice Based Credit System (CBCS)/Elective Course System implemented at the University level during the Academic year.					
Name of Programmes adopting CBCS	UG	PG	Date of implementation of CBCS / Elective Course System	UG	PG
2	B.Ed	M.A Education	3rd April 2019: Electives in Each course		
1.3 Curriculum Enrichment					
1.3.1 Value-added courses imparting transferable and life skills offered during the year					

1.3.2 ICT enabled Pedagogy included		
Value added courses	Date of introduction	Number of students enrolled
19BED110 Understanding self	3rd April 2019	77
19BED208 Life skills Education	3rd April 2019	45
19BED111: Reading and Reflecting on Text		77
19MAED105: Teaching – Learning	3rd April 2019	12
19MAED205: Educational Leadership	3rd April 2019	12

1.3.2 Field Projects / Internships undertaken during the year	
Project/Programme Title	No. of students enrolled for Field Projects / Internships
19BED112 School Engagement	77
19BED209 Internship	44
19MAED403 Internship	08
19MAED404 Field Work	08

1.4 Feedback System

1.4.1 Whether structured feedback received from all the stakeholders.

1) Students	2) Teachers	3) Employers	4) Alumni	5) Parents
Yes	Yes	Yes	Yes	NA [Our students are adult learners]

1.4.2 How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

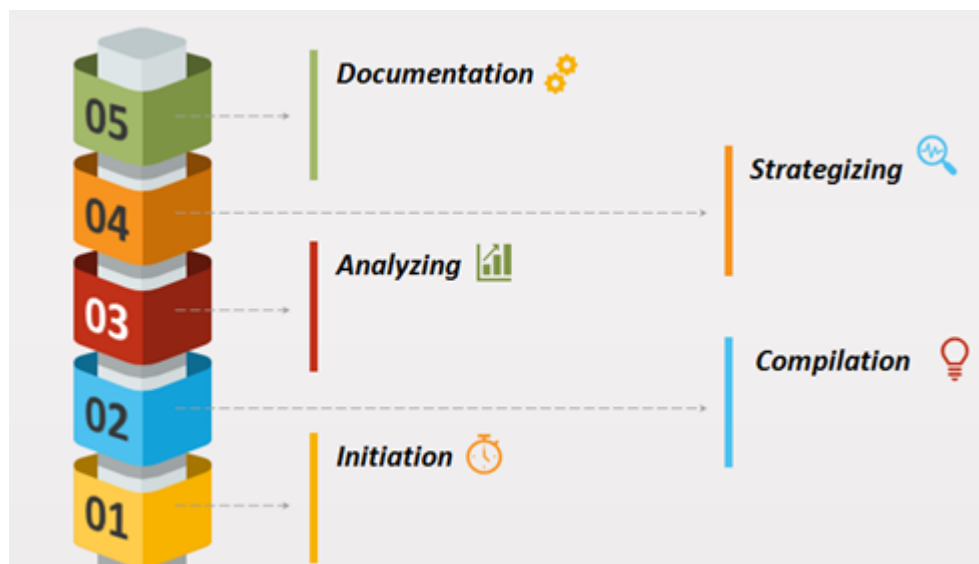
Feedback is taken every year from all the stakeholders – students at the end of every year, as well as at the exit point from the students, faculty members, alumni, and practicing schools. It is ensured that the feedback form is prepared in a comprehensive manner to attain the overall goal of qualitative improvement of the syllabus.

1. Student’s feedback is obtained regarding different sessions at the end of each academic year by using a performa as designed by the SOER. The feedback is collected online or through hard copies before the closing of the year.
2. Similarly, the feedback from each faculty is also sought for all the courses taught by him/her in the session, which is considered during the curriculum review process.
3. After the compilation of obtained feedback from all stakeholders is assessed by the during the IQAC meeting, which usually meets at the end of every year.
4. There is a thorough discussion on the suggestions given during feedback and valuable changes are made by maintaining the coherence with the Education Courses offered at SOER.
5. After the complete analysis of the feedback, changes are suggested in the Board of Studies meeting. On the recommendations of the members of the BOS, the needful changes are incorporated in the respective syllabus.

It is central that the curriculum gives the students an exposure to a variety of experiences that will add on to

their holistic growth as well as build a perspective of the field requirements. The idea of **Curriculum Enrichment** – “**CUE**” was born from this thought process.

It was decided that systematic records of the implemented suggestions as per the feedback obtained will be maintained. This record will highlight the milestones as well as the challenges faced during the implementation of the added structure. The performance of the students as per their expectations and the future employers’ requirements would also be traced.



Initiation was the first stage in this process. A comprehensive feedback form for all the stakeholders was created here.

Compilation focused on getting the feedback form filled from all the stakeholders. The feedback form was disseminated to the students, teachers, alumni and the employers.

Analyzing was the next step in the process. Important highlights from every feedback form were noted. A series of discussions were carried out about the practical implementation of the suggested changes

Strategizing dealt with devising the actual implementation plan. A bird view point was taken into consideration for fitting the desired additions or modifications in the respective course.

Documentation primarily focused on keeping a record of all the challenges encountered and milestones achieved during the course of the implemented change.

CRITERION II -TEACHING-LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

2.1. 1 Demand Ratio during the year

Name of the Programme	Number of seats available	Number of applications received	Students Enrolled
1. Master of Education	MA Education 1st Year -25 MA Education 2nd Year -25	145	12 09
2. Bachelor of Education	B.Ed 1st Year -100 B.Ed 2nd Year -100		76 45

2.2 Catering to Student Diversity

2.2.1. Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of full-time teachers available in the institution teaching only UG courses	Number of full-time teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
	FYB.Ed-76	MA Education-1st Year- 12	9	05	9

2.3 Teaching - Learning Process

2.3.1 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of teachers on roll	Number of teachers using ICT (<i>LMS, e-Resources</i>)	ICT tools and resources available	Number of ICT enabled classrooms	Number of smart classrooms	E-resources and techniques used
9	9	Internet Based ICT tools available from time to time	06	03	<ul style="list-style-type: none"> ● Blogs ● LMS-ERP ● All Google Apps ● Multiple FOSS available on the Internet ● E books ● Videos by teachers ● Soft copies of notes on drive ● Question bank soft copy

2.3.2 Students mentoring system available in the institution? Give details. (maximum 500 words)

To enhance the learning opportunities mentoring is considered an effective tool which will increase the quality of education. In SOER, Mentor directs and guides the student-teachers allotted to them on their professional journey, offering them practical knowledge and guidance, and hand-holding the student-teachers in their immediate teaching - learning activities.

For the B.Ed Course Students have three Mentoring Groups:

1. **Micro Teaching** - In this group, lessons are observed, and feedback is provided by the mentor & Peer after each lesson.
2. **Internship Programme** - In the Internship Programme, the mentors are responsible for obtaining permission from the Principals of schools to conduct Internship Programme, arrangement and adjustment of the students in the schools, solving issues of the students during the Internship, observation of the lessons and providing feedback for the lesson observed.
3. **Cell Group** - Cell group meetings are held on weekends which is very important as student-teachers look forward to their mentors for support and hand-holding through the period that is frequently stressful both emotionally and physically for the student-teachers.

In MA Education Course, students have two Mentoring Group:

1. **Coordinator** - The Coordinator looks after the grievances of the students and provides support and guidance in general.
2. **Capstone Project** - For Capstone Project, Faculty Mentors are allocated who help and guide the students in designing and carrying out a project on the topic of professional interests.

Phases of the Mentoring System:**Phase I:** Selecting Student mentors from First year students.**Phase II:** Allotment of students to the mentors.**Phase III:** Interaction of first year students with the mentors and identifying strengths and weaknesses of the mentees. Forming WhatsApp group, if possible, to keep contact among the group.**Phase IV:** Periodic meeting of the mentees with the mentors and remedial training of the learners, training students to take up higher skills.**Phase V:** Obtaining feedback from the students at the end of the session.

Number of students enrolled in the institution	Number of full-time teachers	Mentor: Mentee Ratio
143	10	B.Ed 1st Year- 1:7 B.Ed 2nd Year- 1: 4 MA Education 1st Year MA Education 2nd Year-

2.4 Teacher Profile and Quality**2.4.1 Number of full-time teachers appointed during the year**

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
1+15 (B.Ed. as per NCTE norms)	1+ 12(1 Professor + 11 Asst prof)	02	0	3
M.A in Education 1+2+6	1 Prof + 8 Asst. prof (Same teaching B.Ed also)	02		

2.4.2 Honours and recognitions received by teachers*(received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)*

<i>Year of award</i>	<i>Name of full-time teachers receiving awards from state level, national level, international level</i>	<i>Designation</i>	<i>Name of the award, fellowship, received from Government or recognized bodies</i>
2020	Dr. Neeta Mhavan	Asst. Professor	Doctor of Philosophy

2.5 Evaluation Process and Reforms**2.5.1 Number of days from the date of semester-end/ year- end examination till the declaration of results during the year**

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
Master of Arts in Education	MAED	Sem 1 & 3	5/12/2019	January 2020
Bachelor of Education	BEDU	Year 1& 2nd	18/7/2020	10 th October 2020

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2.5.2 Average percentage of Student complaints/grievances about evaluation against total number

appeared in the examinations during the year

***Do not include re-evaluation/ re-totaling**

Number of complaints or grievances about evaluation	Total number of students appeared in the examination	Percentage
Nil	B. Ed - 45 Students MA Education-Sem IV-9 Students MA Education-Sem II-2 Students	B. Ed 100% MA Education- 100 %

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

Yes <https://www.mituniversity.edu.in/academics/faculty/faculty-of-humanities-and-social-sciences/mit-school-of-education-research/syllabus/>

2.6.2 Pass percentage of students

Programme Code	Programme name	Number of students appeared in the final year examination	Number of students passed in final Semester /year examination	Pass Percentage
MAED	Master of Arts in Education	9	8	89%
BEDU	Bachelor of Education	45	7	87%

2.7 Student Satisfaction Survey

2.7.1 Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

https://docs.google.com/forms/d/1oXOG7GsUrcNzL5Vuze2Jd25ILPmiTvVcG6Sdde_QO2c/edit

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 Promotion of Research and Facilities

3.1.1 Teachers awarded National/International fellowship for advanced studies/ research during the year

	Name of the teacher awarded the fellowship	Name of the Award	Date of Award	Awarding Agency

3.1.2 Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other fellows in the Institution enrolled during the year

Name of Research fellowship	Duration of fellowship	Funding agency

3.2 Resource Mobilization for Research

3.2.1 Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding Agency	Total grant sanctioned	Amount received during the year
Major projects	2 Years	ICSSR	5.5 Lac	1.45 Lac
Minor Projects				
Interdisciplinary Projects				
Industry sponsored Projects				
Projects sponsored by the University				
Students Research Projects (other than compulsory by				

the University)				
International Projects				
Any other(Specify)				
Total	1	1	5.5 Lac	1.45 lac

3.3 Innovation Ecosystem

3.3.1 Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of Workshop/Seminar	Name of the Dept.	Dates
Bloom's Taxonomy	Vishwashanti Gurukul School	
Bloom's Taxonomy	MIT ADT SOE	30 th & 31 st Jan 2020
Mission Udaan	MIT ADTU staff	13, 17, 24, 27, 31 st July 2019

3.3.2 Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of the Awardee	Awarding Agency	Date of Award	Category

3.3.3 No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Centre	Name	Sponsored by

Name of the Start-up	Nature of Start-up	Date of commencement

3.4 Research Publications and Awards						
3.4.1 PhDs awarded during the year						
Name of the Department				No. of PhDs Awarded		
School of Education & Research				02 School		
3.4.2 Research Publications in the Journals notified on UGC website during the year						
	Department	No. of Publication		Average Impact Factor, if any		
National	School of Education & Research	10		5 to 6 Impact Factor		
3.4.3 Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year						
Department				No. of publication		
School of Education & Research (Books/Chapters in Books)				8		
Conference proceedings				2		
3.4.4 Patents published/awarded during the year						
Patent Details		Patent status Published/Filed	Patent Number	Date of Award		
3.4.5 Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index						
Title of the paper	Name of the author	Title of the journal	Year of publication	Citation Index	Institutional affiliation as mentioned in	Number of citations excluding self
					the publication	citations
3.4.6 h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)						
Title of the paper	Name of the author	Title of the journal	Year of publication	h-index	Number of citations excluding self citations	Institutional affiliation as mentioned in the publication

3.4.7 Faculty participation in Seminars/Conferences and Symposia during the year :						
No. of Faculty	International level	National level			State level	
Attended Seminars/ Workshops	40 (In India)	72			-	
Presented papers	21	40				
Resource Persons	01	03			-	
3.5 Consultancy						
3.5.1 Revenue generated from Consultancy during the year						
Name of the Consultant(s) department	Name of Consultancy project	Consulting/Sponsoring Agency		Revenue generated (amount in rupees)		
School of Education & Research	Assessment, Evaluation @ Effective Teaching and Active Learning.	MIT ADT University, Pune.		Nil		
School of Education & Research	Understanding Learners, Reflective Practice and Differentiation.	Kothari International School Kharadi		Nil		
School of Education & Research	“Effective Learning and Active Learning”.	Hill Green School Undri		Nil		
SOER	SHD module development	Developed modules on SHD program literary sensibility for enhanced personality and intercultural exchange		NIL		
SOER	SOE	Analysis of question papers according to Bloom’s taxonomy				
SOER	SOE	Session on Blooms for faculty				
3.5.2 Revenue generated from Corporate Training by the institution during the year						

Name of the Consultant(s) & Department	Title of the Programme	Agency seeking training	Revenue generated (amount in rupees)	Number of trainees

3.6 Extension Activities

3.6.1 Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the Activities	Organising unit/ agency/ collaborating agency	Number of teachers coordinated in such activities	Number of students participated in such activities
SAKSHAM	School of Education & Research	4	4
Mental Health Programme	School of Education & Research	12	175

3.6.2 Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the Activity	Award/recognition	Awarding bodies	No. of Students benefited

3.6.3 Students participating in extension activities with Government Organizations, Non-Government Organizations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year
Our students have conducted programs like gender vase exhibition, drama on gender stereotypes. They also visited the school for special-abled children and contributed there.

Name of the scheme	Organising unit/ agency/ collaborating agency	Name of the activity	Number of teachers coordinated in such activities	Number of students participated in such activities
	National Science Day Competition with Homi Bhabha Centre for Science Education (HBCSE)	Innovative teaching learning contest	09	145

3.7 Collaborations

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of Activity	Participant	Source of financial support	Durati on
Staff Enrichment Program with Pillai College of Education & Research, Mumbai	30	MIT-ADT University	15 days
National Science Day Competition with Homi Bhabha	45	MIT-ADT University	2 Days

Centre for Science Education (HBCSE)				
3.7.2 Linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the year				
Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration (From-To)	Participant
Linkage with Schools for Internship, Practice lessons & Placements	School University Linkage	1. MIT VGS CBSE school 2. MIT Vishwashanti Gurukul Junior College 3. Swami Vivekanand CBSE School 4. Innovera CBSE School 5. Lexicon International School 6. Orbis International School 7. Billabong International School 8. St.Teresa's School 9. Angel High School 10. Kanya Prashala 11. Limra English Medium School 12. Cygnett English Medium School 13. Venus School	2008 till Date	Students
Syllabus Development	University Elective Course	School of Holistic Development	2019-20	faculty members of SOER
3.7.3 MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year				
Organisation	Date of MoU Signed	Purpose and Activities	Number of students/teachers participated under MoUs	
Homi Bhabha Centre for Science Education (HBCSE)	2018	To organize Teaching - Learning Competition on National Science Day every year	45	
CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES				
4.1 Physical Facilities				
4.1.1 Budget allocation, excluding salary for infrastructure augmentation during the year				
Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development			
4.1.2 Details of augmentation in infrastructure facilities during the year				
Facilities	Existing	Newly added		
Campus area				

Classrooms	12	-
Laboratories	1	-
Seminar Halls	1	-
Classrooms with LCD facilities	6	
Classrooms with Wi-Fi/ LAN	-	
Seminar halls with ICT facilities	1	
Video Centre		
No. of important equipment's purchased (\geq 1-0 lakh) during the current year.		
Value of the equipment purchased during the year (Rs. in Lakhs)		
Others		
4.2 Library as a Learning Resource		
4.2.1 Library is automated {Integrated Library Management System (ILMS)}		

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
TCSion	Partially		2019

4.2.1 Library Services:

	Exi stin g		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Textbooks	738	35048	27	2710	765	37758
Reference Books	4272	8,15,788	15	20430	4287	8,36,218
e-Books	75	Free	10	Free	85	Free
Journals	14	11599/-rs	14	12000	14	12000
e-Journals	5	Free	5	Free	10	Free
Digital Database	ERIC	Free	-	-	-	-
CD & Video	58	3109	-	-	58	3109
Library automation	Yes					
Weeding (Hard & Soft)	-	-	-	-	-	-
Others (specify)	Teach ing Aids	15040	-	-	Teaching Aids	15040

4.2.2 E-content developed by teachers such as: e-PG-Pathshala, CEC (under e-PG-Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the teacher	Name of the module	Platform on which module is developed	Date of launching e - content

4.3 IT Infrastructure								
4.3.1 Technology Upgradation (overall)								
	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Available band width (MGBPS)
Existing	26	23	Yes	1	SOER	SOER	B.Ed	100
Added	6	7	Yes		SOER	SOER	B.Ed	100
Total	32	30						
4.3.2 Bandwidth available of internet connection in the Institution (Leased line)								
...32..... MBPS /GBPS(ISP line)								
4.3.3 Facility for e-content								
Name of the e-content development facility-YES 1)Webcam 2)Mike 3)Headphone 4)Camera 4)OHP						Provide the link of the videos and media centre and recording facility		
4.4 Maintenance of Campus Infrastructure								
4.4.1 Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding.								

5.1 Student Support			
5.1.1 Scholarships and Financial Support			
	Name /Title of the scheme	Number of students	Amount in Rupees
Financial support from the institution	NIL		
Financial support from other sources			
National			
International			
5.1.1 Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,			
Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Mentoring	Start of the academic year	45 SYBED + 76 FYBED+ 21MA EDU	SOER staff

Life Skills education course	1 st July 2019	45 SYBED	SOER		
Literary sensibility	1 st July 2019	45SYBED	SOER		
Intercultural Appreciation	1 st July 2019	45 SYBED	SOER		
Understanding self	16 th August 2019	76 FYBED	SOER		
5.1.1 Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year					
Year	Name of the scheme	Number of benefited students by Guidance for Competitive examination	Number of benefited students by Career Counselling activities	Number of students who have passed in the competitive exam	Number of students placed
5.1.1 Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year					
Total grievances received		No. of grievances redressed		Average number of days for grievance	
4 through grievance box. Like more Marathi books, question bank in Marathi.		4		Immediate in the meeting	
5.2 Student Progression					
5.2.1 Details of campus placement during the year					
On campus			Off Campus		
Name of Organizations Visited	Number of Students Participated	Number of Students Placed	Name of Organizations Visited	Number of Students Participated	Number of Students Placed
We conduct campus interviews in the month of March as the academic session of schools starts in June and April. Due to covid it was planned but could not be conducted. All happened off campus.			1) MIT VGS CBSE school, Lonikalbhor, Pune 2) Swami Vivekanand CBSE School, Urulikanchan, Pune 3) Innovera CBSE School, Hadapsar, Pune. 4) Lexicon International School, Hadapsar, Pune. 5) Orbis International School, Keshavnagar, Pune. 6) Billabong International School, Hadapsar, Pune 7) St. Teresa's School, Lonikalbhor, Pune.	40	29

			8) Angle Micky & Minee High School, Lonikalbhor, Pune 9) Rainbow School, Lonikalbhor, Pune. 10) Prithwiraj Kapoor Jr. College, Lonikalbhor, Pune. 11) GIIS School, Magarpatta, Hadapsar 12) Sanskriti School, Wagholi, Pune. 13) Orchid International School, Undri Hadapsar. 14) Tree House School, Manjari, Pune. 15) St. Mary's Conv. Shantisadan School, Lonavala 16) St. Britto High School, Mapusa, Goa.		
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5.2.2 Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of Programme admitted to
2019-20	4	B.Ed.	MIT, ADTU, School of Education & Research	MIT, ADTU, School of Education & Research	M.A. Education

5.2.3 Students qualifying in state/ national/ international level examinations during the year (eg: NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	No. of Students selected/qualifying	Registration number/roll number for the exam
NET	-----	-----
SET	-----	-----
SLET	-----	-----
GATE	-----	-----
GMAT	-----	-----
CAT	-----	-----
GRE	-----	-----
TOFEL	-----	-----
Civil Services	-----	-----
State Government Services	-----	-----
Any Other	-----	-----

5.2.4 Sports and cultural activities / competitions organised at the institution level during the year		
Activity	Level	Participants
1. 4th Foundation Day of MIT, ADT University	University Level	All University Staff & Students
2. 73rd Independence Day		
3. Gender Vase Exhibition on 4th Sept. 2019	University Level	All University Staff & Students
4. Teacher's Day on 5th Sept. 2019	Institution Level	M.A. Edu. & B.Ed. First Year & Second Year Students
5. Navratri Celebration: Days Celebration 30th Sept. to 7th Sept.		
6. Khandenavmi Celebration at 7th Sept. 2019		
7. Exhibition of Drama in the month of Dec. 2019		
8. Exhibition of Varli Painting in the month of Dec. 2019		
9. Christmas Celebration in the month of Dec. 2019		
10. New Year Celebration in the month of Jan. 2020		
Persona Fest.		
11. 'Vishwajigyasa' Extempore Competition on 13th Feb. 2020		1) 15 Students from various Educational Institutions had participated in the event.
12. Trash to Cash on 14th Feb. 2020	University Level (Intercollegiate)	2) 13 Students from various Educational Institutions had participated in the event.
13. National Science Day in collaboration with Homi Bhabha Centre for Science Education [HBSCE] on 27th February, 2019.		
14. Matrubhasha Marathi Din on 28th Feb. 2020	Institution Level	M.A. Edu. & B.Ed. First Year & Second Year Students

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/ medal	National/ International	Sports	Cultural	Student ID number	Name of the student
-----	-----	-----	-----	-----	-----	-----

5.3.2 Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Students council is a very important part of SOER planning. We constitute a student council in a democratic way through a voting system. Students nominate themselves for various posts and then the class votes for them. Selected ones take oaths in a ceremony at institute level. As a part of the

students' council we have a General secretary, cultural in-charge, academic in-charge, discipline in-charge, internship in-charge, sports in-charge and grievance in-charge. Roles and responsibilities of all the members are described. These students represent in various institute committees like grievance committee, women's redressal committee on behalf of students. These students are responsible for smooth conduct of all the activities of the institution along with the professor in-charge. We arrange the various curricular and extra-curricular activities in every academic year.

5.3 Alumni Engagement

5.3.1 Whether the institution has registered an Alumni Association? Yes/No, if yes give details (maximum 500

words): Yes

University has a SOER Alumni community on TCS ion. Students register through the same to be part of it. We have 15 students of PG guidance & counseling, M.A education and DPTE as alumni. First batch of B. Ed And Second batch of M.A. Education will graduate & post graduate this year and then they will be part of alumni. We arrange the Alumni Meet once in the year, for this Year we will arrange it in the month of October, and we also invite our alumni for the various activities like Learning Resources Workshop, Guest Lectures, Demo lessons for micro teaching, innovative teaching etc.

5.3.2 No. of registered Alumni: **15**

5.3.3 Alumni contribution during the year (in Rupees): **Nil**

5.3.4 Meetings/activities organized by Alumni Association:

We arrange the Alumni Meet once in the year, for this year we cannot arrange it because of the pandemic situation of Covid , but we invited our alumni for the various activities like, Demo lessons for micro teaching, innovative teaching etc.

CRITERION VI –GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 Mention two practices of decentralization and participative management during the last year (maximum 500 words)

- ❖ The School of Education & Research functions in a well-structured and defined manner to ensure participative management at all levels of decision making.
- ❖ **Decentralisation** - There are Coordinators In charge for the UG & PG programmes, wherein every coordinator functions independently with full authority and responsibility in synchronous with all the faculty members. The institution follows program wise decentralization. There are 2 coordinators for U.G. (B.Ed Course) and P.G. (M.A. in Education & PhD courses). They are accountable for performance and student satisfaction.
- ❖ All the Faculty members are empowered to propose, design, formulate and execute their plans within the framework of governance.
- ❖ The Board of Studies members, Administrative Staff, I.Q.A.C., students, Alumni, all work together for the smooth running and overall functioning of the School. The School has a mechanism for delegating authority and providing operational autonomy to all the various functionaries to work towards a decentralized governance system.

- ❖ **Participative Management:** The School promotes a culture of participative management by involving staff, students, and other stakeholders in various activities. As a result of decentralization, we have been able to give importance to participative management. Both students and staff can share any suggestions aiming at the development of the School. Every employee and student is encouraged to give suggestions which are taken up to make the School more robust, conducive and having a positive work environment.
- ❖ School of Education and Research encourages a culture of participative management by involving staff members in several administrative roles. For the management of various activities and promoting a culture of participative management, different committees are formed. This ensures smooth functioning of the activities, empowers employees in decision making, problem solving as well as supports their high autonomy.
- ❖ These committees include:
 - 1) Admission committee
 - 2) Maintenance committee
 - 3) Finance committee
 - 4) Purchase committee
 - 5) Staff grievance redressal
 - 6) Students grievance redressal
 - 7) Students' welfare committee
 - 8) Examination committee
 - 9) Syllabus committee
 - 10) Disciplinary committee
 - 11) Library advisory committee
 - 12) Alumni advisory committee
 - 13) Steering committee
 - 14) Extension and research committee
 - 15) Right to information
- ❖ Majority of the committees comprise teachers, and many include non-teaching staff and students as well. These committees follow clearly defined objectives and plan of action. The School has created a decentralized structure for decision making where the School committees interface their decisions with university committees.

6.1.2 Does the institution have a Management Information System (MIS)?

Yes/No/Partial:

- ❖ Yes

6.2 Strategy Development and Deployment

6.2.1 Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

- ❖ **Curriculum Development:** The institute provides complete autonomy for curriculum development. Curriculum is choice based wherein students have freedom to select open courses/electives of their choice and interest. Curriculum is revised every year based on the feedback received from the stakeholders in-order to incorporate the new changes that take place in the field of education which is need based. The curriculum is revised, and changes (if any) are availed from and suggested by the stakeholders, which is implemented by the faculty members who are involved in the implementation of the same. The changes suggested are further reviewed by the head of the institute after which the curriculum is put forth in the BOS for discussion.
- ❖ **Teaching and Learning:** Teaching learning process is completely student centric with the blend of ICT. Teachers use various strategies like flipped classroom, blended learning, differentiation, experiential learning, cooperative and collaborative strategies, in-order to make the teaching and learning effective and engaging. Students' voices are given significant importance in teaching and learning. Faculty takes continuous feedback for improving the teaching learning process through peer observation, students and the Head of the School. The institute also organizes various faculty development programmes and training for ensuring continuous up-dation of teacher competencies. The University provides modern ICT facilities for imparting curriculum. Apart from classroom interaction, meaningful learning is initiated through guided teaching, workshops, seminars, case study, industrial visit, study tour and fieldwork. TCS ION is the ERP system in which faculty is motivated to upload modules which stands as a ready reference for students. At regular intervals meetings of DUGC and DPGC are conducted to ensure smooth functioning of the teaching-learning process.
- ❖ **Examination and Evaluation:** The institute has an examination committee that plans, coordinates, and keeps records of all the examinations. The committee holds meetings before and after every examination for planning dates, format of question papers, allocation of duties, appointment of examiners etc. Both formative and summative assessment is followed throughout the year.
- ❖ **Research and Development:** We strictly believe in the motto of team building and collective decision making. The Institute organizes various orientation and enrichment programmes for both teaching and non-teaching staff members for upgrading their skills. All the faculty members are encouraged to undertake research projects and complete their doctorate. They are also encouraged to publish their research contributions in various National & International Journals and conferences. For promoting research the institute has purchased subscriptions for various research journals to provide the latest resources for the faculty members. Students Research is encouraged through participation in National & International Seminars / conferences and teachers also participate in both minor and major projects. School of Education & Research conducted Ph.D. Course work on "Research Methodology" for the research scholars of the MIT-ADT University. Recognized research related resource persons from different Universities were invited who conducted various sessions on various topics of Research Methodology. These sessions provided a thorough insight into the various areas of research work to the research scholars of 13 Schools of MIT-ADT University who attended the same.

❖ **Library, ICT and Physical Infrastructure / Instrumentation:** The library is the knowledge resource for students & teachers; substantial additions are made every year in the library. The institute has a well-equipped ICT lab with internet connectivity. Technological gadgets like laptops, video cameras are made available for preparation and presentation of lectures.

❖ **Human Resource Management:** The institution has its mission and goals. To support the implementation of the mission and goals, qualified and sufficient human resources are made available with the help of the parent institution. Necessary financial provision is also made available through L.M.C. Institute grants Medical, Casual, On Duty and Other leaves to its faculty members. The faculty and staff members are entitled to avail summer and winter vacations as per guidelines of the University. Salaries are paid by the management as per industry standard of private B.Ed. colleges. Increments are given every year to staff. Staff picnics are arranged for staff rejuvenate. Financial assistance to the faculty for paper presentation and participation in conferences abroad. For research activities, seed-money/financial grants are made available by the institution. The faculty members, who contribute towards research activities, paper presentation, research awards or for participation in conference, orientation or refresher courses are felicitated in LMC meetings, staff meetings and in the annual gathering.

❖ **Industry Interaction / Collaboration:**

❖ **Admission of Students:** The admission is done through Entrance Examination conducted by University. Every year the university conducts 'PERA CET', students are admitted to the institute based on their CET scores and merit.

6.2.2 : Implementation of e-governance in areas of operations:

❖ **Planning and Development:** In the beginning of every academic year, the Head of SOER distributes the responsibilities/portfolios of academic programs to all the faculty members. As per the guidelines from the principal, the coordinator calls for the plan of every faculty member. And conduct the meetings of any one department and prepare a tentative plan for the concerned department. This plan is then submitted to the Principal. The practice lesson and internship department organize the meetings of the headmaster and teachers of the concerned school where the convenient dates for lessons are finalized. This plan is submitted to the coordinator for further procedure. In the 'Annual Plan' meeting with the faculty and principal, the coordinator integrates all the given plans. One reading of the annual plan is done by the coordinator and if there are any suggestions, they are discussed for further consideration and finalized. The principal in coordination with the IQAC finally approves this annual plan which is then ready for implementation. The annual plan is thus developed in a democratic and decentralized manner. Every year Institution prepares the academic planner.

❖ **Administration:** The Head of SOER distributes various duties regarding academic programs among the teacher educators and administrative staff. To organize various academic programs, different committees are formed and monitored by the principal. This type of administrative planning helps in the smooth functioning of the institution.

❖ **Finance and Accounts:** All the financial budget allocations are made with the help of computers. The accountant keeps the records of all the receipts and payments daily. After completion of the financial year, he prepares receipt and payments, income and expenditure and balance sheet with bank reconciliation statement. All details of income and expenditure are

stored with the help of tally software. All the financial statements and pay sheets are prepared using the computer. All the necessary financial information demanded by the Joint Director, Director of Higher Education or any other authority is prepared using the Computer.

❖ **Student Admission and Support:** The admission is done through Entrance Examination conducted by University. Every year the university conducts 'PERA CET', students are admitted to the institute based on their CET scores and merit. Mentoring and counselling is provided to the students.

❖ **Examination:** Annual examination pattern is followed for the B.Ed. programme and semester patterns followed for the M.A. Education programme.

6.3 Faculty Empowerment Strategies

6.3.1 Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support

6.3.2 Number of professional development / administrative training programmes organized by the University for teaching and non-teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	Dates (from-to)	No. of participants (Teaching staff)	No. of participants (Non-teaching staff)
2019 - 20	Mission Uddan	Mission Uddan	13th - 31st July 2019	05	02
May - 2020	Reshaping the Education in the New World - Pandemic effect		1st May 2020	10	
May - 2020	Digital Literacy - Stepping into New Normal		21-23rd May 2020	10	
June - 2020	Online FDP on Education 4.0: Teachers Training (Module 201)		20-25th June 2020	10	

6.3.3 No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	Date and Duration (from – to)
Refresher Course in Teacher Educators: Learning outcomes and Educational Reforms - Pedagogy, Assessment and Quality Assurance	1	14-08-2020 to 27-08-2020

Swayam ARPIT course on: 1. Assessment of practical and social skills in higher education. Refresher course on teacher and teaching in higher education	1	1/9/2019 to 15/1/2020		
6.3.4 Faculty and Staff recruitment (no. for permanent/full time recruitment):				
Teaching		Non-teaching		
Permanent	Fulltime	Permanent	Fulltime	
9	9	6	6	
6.3.5 Welfare schemes for				
Teaching				
Non teaching				
Students				
6.4 Financial Management and Resource Mobilization				
6.4.1 Institution conducts internal and external financial audits regularly (with in 100 words each) The accounts of the School are audited regularly. The University has Statutory Auditors who conduct audit on quarterly basis which involves scrutiny of fees, vouchers, cash book, ledger and grants received disbursement of funds, salary payment, payment of allowances such as DA, HRA, CLA, and TA payments made to the staff as per Government Resolution and other expenditure incurred. There is no pending audit, objection raised or dropped. The auditors also check various bills, utilization certificates in order to ensure complete transparency in the financial procedures followed in the School.				
6.4.2 Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)				
Name of the non government funding agencies/ individuals	Funds/ Grants received in Rs.			
6.4.2 Total corpus fund generated				
6.5 Internal Quality Assurance System				
6.5.1 Whether Academic and Administrative Audit (AAA) has been done?				
Audit Type	External	Internal		
	Yes/No	Agency	Yes/No	Authority
Academic	No	-	Yes	
Administrative				
6.5.2 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges? (if applicable)				

6.5.3 Activities and support from the Parent – Teacher Association (at least three)
The feedback is obtained from parents regarding the college. The feedback by parents is taken into consideration for the development of the institute and improvement in the functioning of the institute.
6.5.4 Development programmes for support staff (at least three):
<ul style="list-style-type: none"> ❖ ERP training programmes are organized for the non-teaching staff members. ❖ Yoga and Meditation sessions ❖ Participation in workshops & training sessions ❖ Counselling services for the support staff and their families ❖ Rendering financial support for medical treatment of support staff ❖ Personality development programmes are organized for the non-teaching staff members. ❖ ICT training programmes are also organized for helping them enhance their ICT skills.
6.5.5 Post Accreditation initiative(s) (mention at least three)
6.5.6
a. Submission of Data for AISHE portal: Yes - 4/03/2020

b. Participation in NIRF	: No
c. ISO Certification	: No
d. NBA or any other quality audit	: No

6.5.7 Number of Quality Initiatives undertaken during the year				
Year	Name of quality initiative by IQAC	Date of conducting activity	Duration (from to-----)	Number of participants
2019	Regular meetings of IQAC	12/7/2019, 8/11/2019, 6/3/2020	2019 - 2020	All stakeholders of the School
2019	Feedback from Students about individual teachers		2019 - 2020	Students & Teachers
2019	Feedback from Students about services provided by college		2019 - 2020	Students & Teachers
2019	Analysis of Feedback		2019 - 2020	All stakeholders of the School
2019 - 20	Mission Uddan	13th - 31st July 2019	2019 - 2020	All ADT faculty with less than 7 years experience
May - 2020	Reshaping the Education in the New World - Pandemic effect	1st May 2020	2019 - 2020	1000+
May - 2020	Digital Literacy - Stepping into New Normal	21-23rd May 2020	2019 - 2020	530
June - 2020	Online FDP on Education 4.0: Teachers Training (Module 201)	20-25th June 2020	2019 - 2020	All ADT Faculty

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES
7.1 - Institutional Values and Social Responsibilities
7.1.1 Gender Equity (Number of gender equity promotion programmes organized by the institution during

the year)

Title of the programme	Period (from-to)	Participants	
		Female	Male
Workshop on Gender Sensitization	1 Day	40	4
POSH Program: Lecture by Dr. Karuna Ramraje	1 day	140	4
Gender Vase exhibition	1 day	110	1
Drama: Gender stereotypes	1 Day	110	1

7.1.2 Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources

1. Keeping the School premise clean
2. Conducted a session for Non-teaching and Housekeeping staff on reducing the wastage and judicious use of water and other resources.
3. Environmental Audit conducted in the School

7.1.3 Differently abled (Divyangjan) friendliness

Items Facilities	Yes/No	No. of Beneficiaries
Physical facilities		
Provision for lift	No	
Ramp/ Rails	Yes	
Braille Software/facilities	No	
Rest Rooms	No	
Scribes for examination		
Special skill development for differently abled students	No	
Any other similar facility	No	

7.1.4 Inclusion and Situatedness

Enlist most important initiatives taken to address locational advantages and disadvantages during the year

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date and duration of the initiative	Name of the initiative	Issues addressed	Number of participating students and staff
2019-20	2	2	10 days	Saksham - Woman Empowerment Initiative	Women Employability, Women related grievances	10

7.1.5 Human Values and Professional Ethics

Code of conduct (handbooks) for various stakeholders

Title	Date of Publication	Follow up (maximum 100 words each)
Handbook on Spirituality and	Not yet published	

moral values developed By Dr. Asawari Bhawe - Gudipudi		
7.1.6 Activities conducted for promotion of universal Values and Ethics		
Activity	Duration (from-----to)	Number of participants
• Gender Vase exhibition	4/9/2019	140 students of MA & BED
• Mental Health awareness rally and street play	10/10/2019	190 students of SVS and SOER
• Teachers Day celebration	5/9 2019	
• Drama in education: Plays on gender issue	9/12/2019	110 students of M.A & BED
• Vishwa Jigyasa extempore competition	13/2/ 2020	200 (participants & viewers)
• Jagruti Visit	16/10/2019	40
7.1.7 Initiatives taken by the institution to make the campus eco-friendly (at least five)		
<ul style="list-style-type: none"> • Dustbins are placed at every possible location from entrance, every class, every floor to avoid dumping of garbage anywhere. • Encourage use eco-friendly bags and material. • Environmental science as an integral part of curriculum to create awareness and develop positive attitude. • competition ‘Trash to cash organized by SOER under PERSONA fest keeping the aim of reuse to reduce environmental pollution. • Reducing printouts as much as possible. • e – magazine 		

7.2 Best Practices
Describe at least two institutional best practices. We have uploaded 3 best practices that are Curriculum enrichment, DREAM’S MODEL and AROSE. which are in process of being uploaded on the website. Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link
7.3 Institutional Distinctiveness
Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust Provide the weblink of the institution in not more than 500
<p>Distinctiveness of School of Education & Research</p> <ol style="list-style-type: none"> 1. We have been conducting Academic Audits of Schools especially MIT’s Vishwashanti Gurukul CBSE Schools as well as conducting in-service training for the teachers across the education spectrum. This is the most distinctive feature of School of Education & Research. 2. All the courses offered under School of Education & Research are focused on new approaches in teaching, learning & evaluation like constructivist approach, blended approach, flipped classroom, ICT enabled Pedagogy keeping in mind the latest trends in Education. 3. The Curriculum of B. Ed as well M.A. in Education has been framed of International Standards, wherein though the syllabus has global perspectives, it is well rooted to cater to local needs. For example, Pune city has diverse school boards from CBSE board to State board Schools, to IGCSE and ICSE boards too, so we prepare our student-teachers by giving them exposure to types of boards through Practice Teaching and Internships. 4. Value added course on Educational Leadership & Teaching & Learning are offered to the student-

teachers

5. Students of MA in Education are offered NET / SET and TET Preparatory Course
6. Supplementary course on e – content development is given to the student-teachers to make them 21st century ready teachers.
7. The syllabus of B. Ed and MA in Education is made ICT enriched, even the practice lessons have latest components like blended approach, cooperative techniques, reflective practices, differentiated lesson planning, inclusion and different formative assessment techniques like one minute paper, traffic signals, 3-2-1, graphic organizers etc. are embedded in the syllabus to give the prospective teachers wholistic exposure and prepare to be well equipped 21st century Teachers
8. We offer 13 Specializations in school subjects including Sanskrit, Economics & Commerce, and ICT.
9. Elective specialization in various fields of education like Art, Health, Environment and Special Education are offered.
10. Developed syllabus of 3 activities-based courses to be offered by MITADT University

8. Future Plans of action for next academic year (500 words)

1. SOER aims to be One Stop for all Education related needs of professionals that includes in-service and pre-service.
2. Continuing with the best practices like CUE, DREAM'S, AROSE, ALUMNI CONNECT, SAKSHAM, TEACHER PLUS and MENTOR with new perspectives related to needs of the learners and society.
3. Develop more best practices like Research paper reading contest, Research conclave and rural immersion program (Free trainings to teachers teaching in rural areas and student support)
4. Plans for the Teacher Conclave already done will be implemented from this year.
5. To start 3 New Programs -
 - Integrated Teacher Education Program (ITEP) (4 Years BA BEd)
 - MBA in Educational Management & Leadership
 - Montessori teacher training certificate course
 - certificate course on creche management

Name _____

Name _____

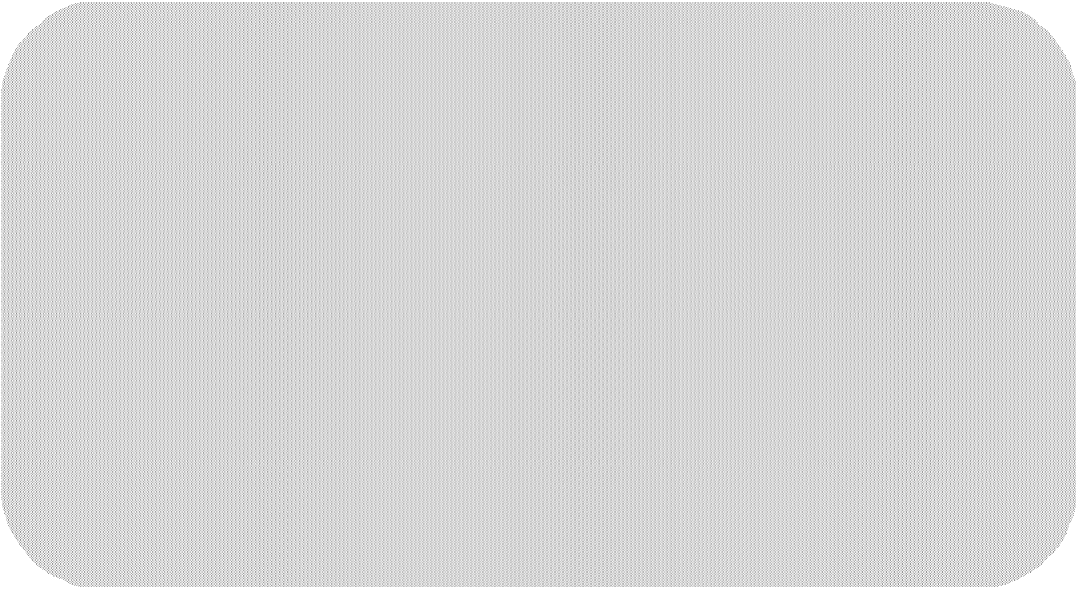
Signature of the Coordinator, IQAC
IQAC

Signature of the Chairperson,

Annexure I

Abbreviations:

CAS	-	Career Advancement Scheme	CAT	-	Common
Admission Test	CBCS	-	Choice Based Credit System	CE-	
		Centre for Excellence			
COP	-	Career Oriented Programme			
CPE	-	College with Potential for Excellence	DPE	-	
		Department with Potential for Excellence	GATE	-	
		Graduate Aptitude Test			
NET	-	National Eligibility Test			
PEI	-	Physical Education Institution	SAP	-	Special
Assistance Programme	SF	-	Self Financing		
SLET	-	State Level Eligibility Test	TEI	-	Teacher
		Education Institution			
UPE	-	University with Potential Excellence			



For Communication

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(An Autonomous Body)

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