



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

JAMIA URDU COLLEGE OF EDUCATION

MEDICAL ROAD DODHPUR ALIGARH
202002

www.jamiaurdualigarh.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Jamia Urdu College of Education, a distinguished co-educational college at Dodhpur, Civil Lines, Aligarh. It is affiliated to Dr. B.R.Ambedkar University, Agra. The College was established on ...15-05-2015... by Mr. Farhat Ali Khan . His vision is to provide educational opportunities for the hundreds of students residing in sub-urban areas of Aligarh and the outskirts of the city who faced problems in pursuing higher education due to paucity of general degree colleges in Aligarh. Jamia Urdu College of Education is situated in the mid of the city so it is easy for everyone to reach the college easily, other degree colleges are situated far away from the city so it is quite difficult specially for girls students to reach by following different means of transport and it is quite time consuming also. In the establishment college faces so many problems in the beginning the path is full of turmoil and hardship but slowly and gradually hardships and problems were vanished by doing hard work and dedication. Students few in number were mainly from low-income background and marginalised sections of the society. Only the passion and dedication of a very small group of teachers who went on serving for the cause of education and social responsibilities eventually put the college in firm ground.

Gradually with the passage of time, the institution acquired a well versed structure and campus of its own and started attracting students from different parts of the state, owing to its pursuit of academic achievements. At present, the college has Bachelor of Education course (B.Ed). Now approximately 100 number of boys and girls from the urban areas of Aligarh are enrolled in the Institute in quest of fulfilling their dreams for higher education.

The College has an area of **1.707** acres. It is located around **2** km from the heart of the city, Aligarh, 1.5 km from Aligarh railway station and 12 km from Mini Airport, Near Panethi, Aligarh.

Vision

The educational vision of the Institute is the promotion of learning and equipping students with knowledge, skills and inculcate values of discipline, hard work, team spirit. This vision is reflected in our motto. As understanding oneself helps one to make better decisions, the Institute tries to evolve in the minds of young students the spirit of hard work, human rights and discipline in order to make them socially responsible citizens. It tries to provide inclusive education by making it accessible to all sections of the society. Students are also trained in supervising and learning manners and to practice them in their communities. Keeping this vision in mind the college took the motto of nurturing the minds of teachers, students as well as all staff members attached to this college to achieve their fullest potential as a citizen of this country.

Mission

The education is characterized by perfection, thoroughness, high principles and freedom, which helps the students to develop their responsibility, self-reliance and the ability to make thoughtful decisions, so that they turn out to become an empathetic and socially responsible individuals. The mission of the college is nurturing the mind of students so that they turn out to become a successful citizen of this country. This mission as well the vision of this college is communicated through large hoarding placed at the very entrance to the college.

Further the mission and vision of the college is stated in the college prospectus and in the college website. The pursuit of excellence according to each one's potential is given topmost importance. The institution values the opinions of stakeholders. As the college aspires for academic excellence in higher education, it pays much importance and concentrates on the values and principles which guide the program curriculum. Working with this goal in mind, it helps to execute the mission and vision of the college.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The selection of the faculty is done by experienced and highly educated management of the college. Firstly the teachers go through screening, interview and demonstration after that the selection may be finalized.
2. Teachers work collaboratively in finding new innovative methods of teaching and also trained the students for, Seminars, Workshops and Conferences are conducted on the changing trends in education and related areas.
3. Staff/ student feedback are considered for quality improvement in education as well as other related areas.
4. Internal student evaluations are conducted after specific time period.
5. Focus on learning- centered education, participatory and interactive learning through assignments, seminars, projects etc.
6. Genuine admission process.
7. Library facilities are provided with good collection of standard books and journals.
8. Promoting programmes to cater human values, social sensitiveness, self-reliance, National Integration etc.
9. An IQAC is there for quality enhancement of the students and encouraging students to participate in co-curricular and extra-curricular activities.
10. Pollution-free and eco-friendly green and clean campus.
11. Value based and skill oriented education is prime aim of the degree programme emphasized through well-defined syllabi, regular classes and assessments.
12. The examination process is conducted authentically, by following strict rules of conducting examination with secrecy of all confidential matters.
13. Yoga Camp, Scout and Guide Camps, Blood Donation Camp, Rallies (Aids Awareness, Anti dowry, Anti-tobacco, National Integrations), philanthropic activities and empowerment programmes are conducted in order to encourage students to face different circumstances of life and ready to cope up from hardships.

Institutional Weakness

1. Being a self financed institution, sometimes institution faced financial crisis.
2. Poor economic background of some students is a constraint on the level of accessibility to various fields of higher education. 40% to 45% students belong to economically weaker section of the society.
3. In spite of good academic records, poor knowledge base and weak language skills pose a great challenge since it takes away the precious time meant to transact the present curriculum. Very few numbers of research and interdisciplinary projects.
4. No financial grant being provided to institution.

5. The college has not yet been able to set up boys and girls hostel for the benefit of outstation students.
6. There is no accommodation /quarter facilities inside the campus for teaching and non-teaching staff of this Institution.

Institutional Opportunity

1. Research and consultancy initiatives.
2. Encouraging students for competitive examinations and higher studies.
3. Encouraging more collaboration for study and research at national level.
4. Students have excellent opportunities to explore and participate in outreach programmes for the local communities.
5. Institute helps in counseling and guidance of students and helps student in getting scholarship from government.

Institutional Challenge

1. Constant repair and maintenance of the infrastructural facilities and the building as a whole is one of the greatest challenges the college is facing, Since, the college is a self financed so, sometimes because of financial crisis it faced some work in pending.
2. The Alumni input and support in terms of academics and personal presence is limited.
3. Extracurricular talents and ventures are not being nurtured in the current system due to time constraints.
4. Poor education backgrounds of the parents prevent even the high achievers from moving out for higher levels of learning or employment.
5. Students are mostly first generation learners getting little motivation from the parents or the society.
6. Execution of collaborations with various institutions.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Planning and implementation of the curriculum by the college are done most effectively by introducing students and stakeholders first to the larger mission and the wider vision that defines the particular purpose which the college stands for and seeks to promote. The college use the curriculum provided by the UGC and followed by Dr. B. R. Ambedkar University Agra under which it is affiliated. The Principal as the Head of the Institution along with the members of the Teachers' Council maintains a congenial and academic environment of the college. To ensure that the University curriculum is followed in the best of the spirit, college academic calendar is prepared with the active involvement of the teachers. The college always makes collaborative efforts of experienced and well qualified teachers to provide innovative ideas of teaching and learning process, which helps students learning easy and a session of innovative teaching organized from time to time to make effective and interesting learning.. Apart from regular classes, tutorials or extra classes are held to complete the syllabus in time and for providing inaccessible materials like notes, reference books to the students. College have a well versed library from where students can borrow books when they are in need. The college has ICT enabled classrooms where teachers take classes following the routine to clarify the doubts of certain topics in a much

easier way so that the students can understand the topic easily. The college follows continuous evaluation process by conducting two sessional examinations, one group discussion/quiz/viva voce before the end of the annual exam. As the goal of the institution is to provide quality education to the students, our faculty members are encouraged and supported to attend National/International seminars, conferences, orientation and refresher courses, workshops. Some of the faculty members have also undertaken Minor/Major research project. Various extension and co-curricular activities are also conducted to enlighten the students and make them conscious of the social, cultural, economic and environmental realities so that, they become a responsible citizen of the nation.

Teaching-learning and Evaluation

The core activity of the college is the two-fold process of teaching-learning and the evaluation procedure. College has smoothly runs the B.Ed programme. In B.Ed. 1st Year we have 04 Compulsory and 05 Optional and 09 Pedagogy subject. We have included Urdu also as a pedagogy subject for teaching in our Institute in B.Ed 1st year as our institute is a minority institute. In B.Ed 2nd year we have 04 compulsory subjects and teachers provide training to students in other advanced academic activities in order to train students for fulfilling the present demand in the field of advanced education. For vibrant academic result teachers of this institute adopt different measures, for treating special students like slow learner's and tried to sought out their problems accordingly, students are groomed for this extra tutorial classes are taken. Learner's performance is measured by class activities, laboratory work, assignments and role in college activities. Students remain in touch with teachers round the clock with different online means like Whatsapp group. We have also provide facilities of online classes on google meet and on classroom app and tried to solve problems on need basis, sometimes other different online platforms are also used for conducting meetings and webinars. These develop a cordial relationship between teaching faculties and learners. This is justified by the excellent academic result with 95 percent success rate. Hence a learner can reach to the level of thinking critically and to understand how the learning process works. Evaluation helps to build an educational programme, assess its achievements and improve upon its effectiveness. The knowledge imparted and learnt comprises of the Dr. B. R. Ambedkar University's syllabi. The outcomes of our education are measured based on the learner's performance in the curricular and co-curricular activities. The best way of programme outcomes is judged on feedback system by learners. As a result drawbacks, limitations or any constraints are rectified by faculties. Such activities help as a buffer in achieving the course milestones effortlessly. To encourage learners, on successful completion of their course and on attainment of highest marks, felicitation is given

Infrastructure and Learning Resources

Jamia Urdu College of Education creates a conducive physical ambiance through provision of facilities for quality teaching. Thirty two classrooms equipped with traditional black, green and white boards. College has one seminar halls, one ICT enabled / smart class rooms. The science laboratories, laboratories of Computer Science have instruments and equipments to meet the current requirements of teaching and learning process. The college have different labs like Fine-arts lab, Psychology lab, Sports-lab, with so many games equipments, in order to provide students full enjoyment and enhance their creativity. These physical facilities are upgraded through constant monitoring. The college has facilities like separate Administrative Block, Academic Section, Establishment section. The college library have undergone extensive renovation and upgradation. Automation of library is partially done. ILMS software that is E-granthalaya software in cloud version -3 of National information, Government of India is presently using it. Students are free to use these library books whenever required. Basic requirements like clean and hygienic drinking water, clean toilets with sufficient water supply,

separate toilets for male and female faculties, for students and for non-teaching staff members are provided by the college. A well versed community hall is there in the college with intake capacities of about 200 seats. There is a playground where students practices various sports. The college is encircled by a boundary wall. There is a huge main gate and a guard room at the entrance which provide security to the college. There is greenery all around the college campus and has a beautiful garden which is maintained by expert gardeners. The college encourages different cultural upbringing. Some of the students are nationally recognized and given prizes. Female students have a common room with indoor game facilities for their refreshment. There is a Teachers' council for smooth functioning of the college. For maintaining the infrastructure of the institution, Teachers' Council have constituted different committees which look after the overall development of the college focusing on the academic performance of the students. Attention is also paid in sports/games and cultural activities which are essential ingredients for character building process of the students.

Student Support and Progression

Jamia Urdu College of Education perennially strives to prepare its students not just for examination, but also encourages them to participate in cultural activities and in games and sports. Such activities bring out the hidden talents to the fore as many students of this college have won prizes at inter college, state and national level competitions. The college provides skill enhancement programs like Yoga and Meditation and many other physical fitness programs. Free coaching for Joint Entrance examination and various competitive examinations is provided to ST students. Apart from class room interaction, tutorial classes or extra classes are taken in college. All teaching faculties are in constant touch with the students through various online platform. Seminars, quiz competitions, field studies are also undertaken sometimes. The main aim of the college is to groom the students well and help them to move towards higher education or get employment. Many of our students have qualified for NET/ SLET/GATE and Teachers Eligibility Test (TET) (UPTET) (CTET) (SUPERTET) examination and are rendering services in various schools and colleges. To help the students academically, the college provides every possible facility like extra classes, counseling session etc. for the betterment and upliftment of students and by extension college also.

There is Students' Council in the college and is constituted as per the rules and regulations laid down by the Directorate of Higher Education. The student representative plays an important part in encouraging and motivating students to take part in various activities like Blood Donation program, Yoga day and other co-curricular and extracurricular activities of the college like different competitions for example art competition, debate, speech competition, essay writing competition etc. The student of this Institution has successfully won awards/medals for outstanding performance in sports/cultural activities at university/state/national level. The college has registered Alumni Association which offers various voluntary services for the welfare of the college. There is Grievance Redressal Cell constituted with some teaching staff as its members and the Principal as the Chairman. Thus the college tries to facilitate all around holistic development for the students.

Governance, Leadership and Management

Jamia Urdu College of Education being a self financed College, all the major decision are taken by the management committee of the college. However for smooth functioning of the academic and administrative affairs of the college, the college administration is decentralized and various sub- committees are formed at the beginning of the academic year. The Principal of the college as the key leader along with the various sub-committees of the Teachers' Council and Non- teaching staff try to implement important decisions regarding academic and co- curricular activities and take care of the day to day regular academic development of the

college.

The management committee looks after the financial matters of the college. All financial accounts of the college are audited. The system results in effective and proper execution of the work and promotes good relation between management, staff and students. The college also encourages individual research work, Minor and Major Research Projects, Workshops, Seminars undertaken by the teaching faculty members to upgrade themselves. Annual Confidential Report (ACR) for self-appraisal annually among teaching faculty is conducted centrally by experienced stakeholders. Not only teaching faculties, the non-teaching staffs are also deputed to various training programmes to enhance their potentiality.

As regards the adoption of various welfare measures the college provides facilities and charity for organizing human welfare programmes. The Internal Quality Assurance Cell time to time undertakes quality sustenance and quality enhancement measures for effective teaching learning process.

Institutional Values and Best Practices

Jamia Urdu College of Education perpetually strives to prepare its students not only for examination, but also encourages students to participate in co-curricular activities and in Games and Sports. The college maintains harmony and to create goodwill among students organizes various national, international, commemorative days, events and festivals with great zeal. Every year the college organizes gender equality promotion programs, emphasizing women empowerment, self-protection, laws for women etc.

The college supports two best practices like developing empathy through community service to inculcate good values among students and promotion of environmental consciousness. The objective of the practice makes the environment carbon neutral and helps to maintain a healthy atmosphere in and around the college. Time to time the college conducted Green audit and lay stress on green campus. Environmental consciousness has made the college to maintain solid, liquid and e-waste management in a proper way. The college has installed LED bulbs for low consumption of electricity.

Research and Outreach Activities

Jamia Urdu College of Education is a self-financed college but the college has nevertheless been a centre of active research. Faculties here are able to act as a research guide. Some faculties have completed their minor research projects with endeavour. Moreover there is a constant flow of innovative ideas which can be mirrored by the paper publications in reputed journals. Influx of intellectual ideas is focused among faculties by various book publications and chapter editions.

Innovations among students are inculcated by focusing on the interplay of skills, experiences. For this reason experiential learning programmes-like workshops, seminars are conducted with an aim to place students in an environment where they are challenged to innovate.

Number of extension programs and outreach programmes for students are conducted. In this faculties help to enhance, improve and scale up this aspect of our educational programme by purposefully designing educational environments, for desired outcomes, including encouraging students to take risks and learn from failure.

There are deep underlying needs that drive faculties and learner of this Institution to engage themselves in commemoration of different important national days including workshops and seminars.

These help in cultivating a sense of adhering responsibilities and oneness among learners. Extension activities instill a sense of meaning and significance to ourselves. Extension programme help to develop the feeling of oneness, empathy and compassion. Learner develops a feeling that serving people in distress is true patriotism. These youth become an agent of social change, economic growth and innovations.

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JAMIA URDU COLLEGE OF EDUCATION
Address	Medical Road Dodhpur Aligarh
City	ALIGARH
State	Uttar pradesh
Pin	202002
Website	www.jamiaurdualigarh.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mohd Sadiq Ali Khan	091-9412539066	9412539066	571-2708542	info@jamiaurdualigarh.com
IQAC / CIQA coordinator	Uzma Saeed Waseem	091-8218086294	7017806817	571-2708542	uzmavaseem0999@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	Yes minority_compressed.pdf
If Yes, Specify minority status	
Religious	Muslim Minority
Linguistic	Hindi and English
Any Other	

Establishment Details				
State	University name	Document		
Uttar pradesh	Dr. B.R. Ambedkar 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	15-05-2015	72	One time letter for NCTE

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	Medical Road Dodhpur Aligarh	Urban	1.707	4130

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,Department Of Education	24	Graduation	English,Hindi	100	70

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				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				16			
Recruited	0	0	0	0	0	0	0	0	11	5	0	16
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	4	2	0	6
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	3	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	2	0	10

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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

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

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	17	1	0	0	18
	Female	52	0	0	0	52
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Programme		Year 1	Year 2	Year 3	Year 4	
SC	Male	0	18	0	0	
	Female	0	8	0	2	
	Others	0	0	0	0	
ST	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
OBC	Male	0	4	2	5	
	Female	3	11	10	18	
	Others	0	0	0	0	
General	Male	0	10	4	10	
	Female	9	26	31	41	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		12	77	47	76	

Extended Profile

1 Students

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
123	124	89	12	1
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
100	100	100	100	100
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..

2019-20	2018-19	2017-18	2016-17	2015-16
25	12	41	3	0
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..

2019-20	2018-19	2017-18	2016-17	2015-16
76	47	77	12	1
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..

2019-20	2018-19	2017-18	2016-17	2015-16
41	60	9	1	1
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..

2019-20	2018-19	2017-18	2016-17	2015-16
76	47	77	12	1
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..

2019-20	2018-19	2017-18	2016-17	2015-16
16	16	16	16	16

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..

2019-20	2018-19	2017-18	2016-17	2015-16
16	16	16	16	16

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
13.25	10.69	7.07	1.994	1

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 25

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:

Jamia Urdu College of Education is affiliated to Dr. Bhim Rao Ambedkar University, Agra (A State University) and it follows the Curriculum framed and modeled by the University. The Institute offers education programme at undergraduate level i.e. Bachelor of Education (B.Ed) which is a two year undergraduate programme, with both Theoretical and Practical (Internship) part.

The course has 8 Theoretical Compulsory Papers with Internship in its first year and also offer students have to choose any elective subjects of their choice.

The Curriculum is based on the clearly stated national goals and same is the Vision of the institute which is as follows:

- Imbibing right attitudes, values, ideals and ideologies
- Achieving academic excellence through hard work, critical thinking and effective decision making
- Facilitating learning among the student teachers through appropriate skills and methodologies
- Exercising responsible leadership in the holistic formation of the student teachers and
- Rendering selfless service to the community.

The institution strives to achieve its Mission by grooming students teachers–

- Intellectually well developed
- Socially concerned
- Morally upright and
- Spiritually oriented teacher-citizens of India.

Objectives addressed by the Institution are as follows:

- To prepare professional and empowered teachers for local, national and global needs
- To prepare teachers with scientific bent of mind
- To train teachers for the development of Holistic personality
- To be dynamic leaders for preservation, transmission and enrichment of ideas and ideals
- To prepare professionally competent and humane teachers
- To make teachers who fulfills highest standards and achieve excellence
- To prepare professional teachers who involves in a high level of intellectual activity
- Teachers who are practitioners and commitment towards her role in the community
- To groom teachers who uphold professional integrity.

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: E. Any 1 or none of the above

File Description	Document
Data as per Data Template	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 Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: D. Any 1 of the above

File Description	Document
Data as per Data Template	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.

2019-20	2018-19	2017-18	2016-17	2015-16
14	14	14	14	14

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

2019-20	2018-19	2017-18	2016-17	2015-16
14	14	14	14	14

File Description	Document
Data as per Data Template	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Data as per Data Template	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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	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:** E. None of the above

File Description	Document
Data as per Data Template	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**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Data as per Data Template	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 of the institutions provide opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

The institution ensures the inclusion of the following aspects in the curriculum

1. Interdisciplinary / Multidisciplinary
2. Multi-skill development
3. Inclusive education
4. School experience / internship
5. Work experience / SUPW

(i) Interdisciplinary / Multidisciplinary

The B.Ed course itself is an Interdisciplinary course.

- Theories of Pedagogy in the core paper – IV i.e. Teacher, Pedagogy have a direct relationship with the innovative methodological practices.
- Units like guidance and counseling, classroom management, psychological experiments give insights into classroom management techniques, problems faced by the students.
- The cognitive and social constructivism theory forms a base for application of 5 Es of Lev Vygotsky during innovative teaching practice.
- Modern techniques like Programmed instruction / Programmed learning from the subject ET is applied in methodologies as linear / branched texts.
- MS office package of Computer Education is transferred / inter connected and used by student teachers as a support system to enhance their teaching learning process during micro, macro and innovative phases of teaching.

(ii) Multi – skill development in the course are:

- Application of ET in methodologies, pedagogical theories in learning process. Audiovisual techniques and use of electronic gadgets during lesson demonstration.
- Improve teaching aids as a support material. Preparation of projected and non-projected teaching aids.
- Micro research for comparing various programmes. Decoration of College, Decorating stage etc according to theme with aesthetic sense.

(iii) Inclusive Education

- It is added as course content in Second year of Programme as compulsory Paper.
- Provision is given during internship for the student teachers to teach one or two classes in special schools.
- Field visits are planned during the curriculum programme to special schools like Ahmadi School for Blinds (A.M.U) for an exposure to children with special needs.
- Eminent professors in the area of special education are invited for orientation of the student teachers about differently abled children.
- Problems of children with special needs are taken up in one of the projects i.e Action Research during internship.

(iv) School Experience / Internship

An internship of 30 days in the cooperating schools is scheduled in the first year and of 120 days in second year. The B.Ed students have to take up programs like conducting assembly / substitution classes, Audio Visual Aids Exhibitions / conducting sports / co-curricular programmes / unit tests.

(v) Work Experience / SUPW

Work experience is practiced in the following ways:

- Training in the preparation of AV aids

- Training in the operation of gadgets like epidiascope, film strip projector
- Work experience in laboratories, like tailoring, gardening creativity singing and dancing are conducted from time to time and so on.

Training in stencil cutting, book binding, campus cleaning, preparation of bulletin boards etc. SUPW is included as a component in cultural studies project and entrepreneurship skill development project.

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

Response:

There are different types of diversities in College. The students belong to different states, religion mediums and culture. Teachers and management never discriminate among the students.

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:

After completing this programme different skills enhanced and can be used personally and professionally which help in fulfilling advanced teaching strategies.

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

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

Response: C. Feedback collected and analysed

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: 42.6

File Description	Document
Data as per Data Template	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: 20

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

2019-20	2018-19	2017-18	2016-17	2015-16
25	12	41	3	0

File Description	Document
Data as per Data Template	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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Data as per Data Template	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:

Jamia Urdu College of Education provides full supports to different learning ability students i.e. bright student as well as slow learners so faculty will provide every possible facility to enhance learning like slow learners are also groomed regularly in their class hours by asking them questions on the topic which has been discussed in the class. In this way, the slow learners are guided to improve their performance in the university examination. Further faculty members revise the critical topics as per student's requisitions, provide additional learning material such as textbooks and solved question papers The students are also guided for answering the questions to the point for scoring good marks in the sessional examination and in the University examination. Extra classes, revision classes are arranged for completing the syllabus and for clarifying the doubt of the students regarding various topics as per their syllabus.

The advanced learners are given assignments and encouraged to take part in active items like debate, quiz, essay writing, presenting a paper in the seminars. They are encouraged to acquire new and advanced information through the internet to bring out their full potential. Their creative abilities are expected through their writing wall, magazine, college magazine and in various programmes conducted by the College. A friendly environment is created to improve the communication skills of advanced learners. Sometimes the advanced learners are encouraged to become proctors and help weak students to learn and understand certain topics easily. The advanced learners are also motivated for higher goals and are encouraged to appear for various competitive examinations.

The advanced learners as well as slow learners are encouraged to take part in group discussions on a particular topic assigned to them so that they are able to shed off their inhibitions and participate in it with enthusiasm. Besides lecture classes, ICT enabled classes are taken to make difficult topics more understandable to the students. Both the advanced learners as well as slow learners students are encouraged to do good results in their final semester examination. To motivate them every year during the Freshers' Welcome the students of the college are awarded with prizes who has won a gold medal or stood first in the University examination. Thus the college takes every initiative to enhance the quality of students and support them in their quest for knowledge.

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: E. Any 1 or none of the above

File Description	Document
Data as per Data Template	View Document

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate

learning exposures are provided to students

Response: No Special effort put forth in accordance with learner needs

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 7.69

2.2.4.1 Number of mentors in the Institution

Response: 16

File Description	Document
Data as per Data Template	View Document

2.3 Teaching- Learning Process

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

Response:

The highly qualified teachers of Jamia Urdu College of Education avails to teach with modern methods of teaching to facilitate and enhance learning. Regression results indicated that modern teaching methods have significant effects in the department variable of educational progress. Teaching is an important learning tool. Employing modern teaching methods may facilitate learning. Teachers of Jamia Urdu College of Education must employ the most important methods based on educational goals, teaching content, according to students' need and interests. The college provides full facility as well as mentors, guided students to reach a desirable teaching learning strategies which enhance the knowledge of student and helps them to become a successful citizen and innovative teacher.

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: 92.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
16	16	16	16	10

File Description	Document
Data as per Data Template	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: 8.94

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: 11

File Description	Document
Data as per Data Template	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: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document

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

Response:

Highly qualified teachers of Jamia Urdu College of Education avail all the given modern methods of teaching to enhance learning ability of students. They support and assist from the beginning of the academic year. It is necessary to support their performance in the classroom from the very beginning in their teaching careers. Mentoring can play a critical role in continually improving the professional knowledge and skills that teachers need to instruct and prepare students for the rising demands of modern methods in the field of education.

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: D. Any 2 of the above

File Description	Document
Data as per Data Template	View Document

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

Response:

Teachers of Jamia Urdu College of Education given preference to creative aspects in teaching to enhance different skills of creativity in the students. The college plays an active role in training the faculty as well as students also. The trained and other sensitized faculty takes effective measures in implanting innovative techniques in teaching – learning in order to enhance motivation and self directed learning among the students. The various innovations tried are as follows:

- Create a compassionate, accepting environment
- Be present with students ideas
- Encourage autonomy
- Reward assignments to promote creative thinking
- Give students direct feedback on their creativity

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: D. Any 2 or 3 of the above

File Description	Document
Data as per Data Template	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: D. Any 2 or 3 of the above

File Description	Document
Data as per Data Template	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: B. Any 3 of the above

File Description	Document
Data as per Data Template	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: C. Any 2 of the above

File Description	Document
Data as per Data Template	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: D. Any 2 of the above

File Description	Document
Data as per Data Template	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: D. Any 1 or 2 of the above

File Description	Document
Data as per Data Template	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: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

Before going for internship teachers trained the students like practicing of micro teaching and tell them about all the basic skills which is needed for effective teaching in macro teaching, for this extra classes has

been taken and students are guided before going.

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

Response: 19

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

Response: 04

File Description	Document
Data as per Data Template	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: B. Any 6 or 7 of the above

File Description	Document
Data as per Data Template	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Jamia Urdu College of Education play a vital role in monitory mechanisms during internship programmes. The concerning teacher go with the group of students for their observation and guidance. This is also safe in view of safety measures, the college provide a letter of permission given by the head of the school to teach. All these effective monitory done by the college and all the possible arrangements are also provided to students and teacher also.

2.4.12 Performance of students during internship is assessed by the institution in terms of

observations of different persons such as

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

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

Response: D. Any 1 of the above

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

2.5 Teacher Profile and Quality

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

Response: 100

File Description	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: 25

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

Response: 4

File Description	Document
Data as per Data Template	View Document

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

Response: 0.06

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

Response: 01

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:

Teachers of Jamia Urdu College of Education follow the above efforts for their up-gradation. Mostly the teaching faculty involves in other educational programmes and also visit in other colleges for academic purposes this activity enhance their personal academic performance and keep them updated.

2.6 Evaluation Process**2.6.1 Continuous Internal Evaluation(CIE) of student learning is in place in the institution****Response:**

Teachers of Jamia Urdu College of Education are always engaged in (CIE) continuous internal evaluation which enhance the knowledge of teachers as well as student's subject knowledge, general awareness, oratory and vocabulary skills, social awareness etc. are evaluated through group discussion and marks are given as per participation and performance. It helps to motivate the students and enhance knowledge by sharing thoughts among themselves.

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: D. Any 1 of the above

2.6.3 Mechanism for grievance redressal related to examination is operationally effective**Response:**

In Jamia Urdu College of Education grievance redressal committee always active to sought out problems as soon as possible and try to minimize those activities which creates problems. Before or during

examination the members of grievance redressal committee took rounds and solve the problems on time.

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

Response:

Till now the academic and cultural activities are performed according to the academic calendar of the college. Through academic calendar everyone aware of what is next to be perform.

File Description	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:

CLOs are according to the Dr.B.R.Ambedkar University, Agra for which the college is affiliated. The PLOs are effective in enhancing different skills of the students of Jamia Urdu College of Education in the field of modern education and education based on ICT. Some are discussed as student are able :

- To know, select and use teaching methods.
- To understand paradigm shift in conceptualizing disciplinary knowledge in school curriculum.
- To select and use of appropriate strategies for facilitating learning.

To analyze the content, text books and syllabus. It improves pedagogical skills. Effective communication, environmental awareness, team work etc. All these skills are enhanced in the student of the completing the course of B.Ed. 2 years.

2.7.2 Average pass percentage of students during the last five years

Response: 50.7

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

2019-20	2018-19	2017-18	2016-17	2015-16
40	59	9	0	0

File Description	Document
Data as per Data Template	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:

PLOs and CLOs are monitored for further improvement in student that the students are excelled in different innovative teaching methods and are able to know about modern strategies of teaching and learning which developed and enhanced different skills in the students to fulfill the growing demands in the field of education.

2.7.4 Performance of outgoing students in internal assessment

Response: 61.84

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

Response: 47

File Description	Document
Data as per Data template	View Document

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

Response:

Initial learning reflects in their final assessment that is mostly average and good performance. Slow learners gain average performance in comparison to bright students but over all the result is good.

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..

2019-20	2018-19	2017-18	2016-17	2015-16
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)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: A. Any 4 or more 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: D. Any 1 of the above

3.2 Research Publications

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

Response: 0.06

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	0	0	0

File Description

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: 0.13

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

2019-20	2018-19	2017-18	2016-17	2015-16
01	01	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

3.3 Outreach Activities

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description

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: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	00	0	0

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: 44.41

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

2019-20	2018-19	2017-18	2016-17	2015-16
50	45	50	10	0

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:

The College believes and stresses in bringing out the best qualities inherent in the students through imparting value education to students to instill in them social responsibility, social awareness, etc., through various activities keeping this in view, the institution strives to inculcate in the students, the best way of being a responsible citizen through various extension activities. The sole aim of engaging the students into external activities is to make them aware of the social issues prevailing in the society and therefore, influence them and their understanding about the problems which with hold the rural areas from developing, both individually and socially and seek out the possible ways to solve those problems.

The college has adopted Jeevangarh town for extending the utmost services for the development of the town and its population, the institution organized the following services over the years.

1. Conducted awareness generating campaign on ill effects of Tobacco use in Jeevangarh Locality.
2. NSS Unit and Rifatic Aamna Committee made a campaign for plastic free campus n the said area.
3. NSS Unit of the College organized a discussion on communicable disease and its prevention.
4. NSS Unit of the college organized a discussion on the safety drinking water and sanitation system.

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.

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	00	0

File Description

Data as per Data Template

Document

[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: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description

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: 0

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

File Description

Document

Data as per Data Template

[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: C. Any 3 or 4 of the above

File Description

Document

Data as per Data Template

[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:

Jamia Urdu College of Education get a boost with the collegiate Education in an innovative manner. The College introduced learning Management System (LMS) that will allow students to access content through a web based platform or an app and study through digital educational resources that facilitate learning. The college provides full facility in seminar, computer labs for students to enhance learning which helps students to become a successful teacher.

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: 0

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

Response: 00

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

Response: 1

File Description

Document

Data as per Data Template

[View Document](#)

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in lakhs)

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

4.2 Library as a Learning Resource

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

Response:

Name of ILSM Software: - E-Granthalaya Software in Cloud Version – 3

Version – EG – 3 in cloud

Year of Automation – 2021

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

Response:

Students and teachers who needed are allowed to use all facilities provided by library at any time, librarian provides all possible help to students as well as to teachers.

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: C. Any 2 of the above

File Description	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: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	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 last completed academic year

Response: 0.36

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: 1

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: 1

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: 1

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: 1

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: 46

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

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

The IT sector is one of the rapidly expanding sectors. Jamia Urdu College of Education, in order to cope with the age of modern technology, does not lag behind in possessing IT facilities in the institution. To cater to the demands and updated facilities for the students IT infrastructure are in constant change and modification. Not in terms of hardware but in terms of software also the integrated system is in the constant developing process. We prefer the genuine versions of the software in use. IT department keeps a keen vigilance on the activities of the students as there is a high percentage of variability to deviate in the vast domain of big data. Constant guidance is provided to them and at the very same time, they are encouraged to restrain their digital surfing in accordance with the syllabi or any other related arena. The College has a computer Laboratory with requisite numbers of computer and these computers are made accessible to the students to instill the IT skill in them. The college has developed one smart classroom and an ICT enabled seminar hall, for conducting classes for the students. Seminars, various Workshops are also conducted in the Conference hall with an LCD projector and screen. The college is in possession of Thirty (30) Desktops and three (3) Laptops. Among these, 15 computers are used by the students and the rest are used by the office and teaching community for administrative and academic purposes. The college also possesses other ICT equipment such as printers, photocopiers, projectors screen, and speakers in adequate numbers and are used for the sake of the students.

Keeping pace with the modern technology all official works including salary related matters of both the faculties and the staff, other financial transactions are made through online treasury using HRMS (Human Resources Management System). At present, the college has a broadband connection, and this facility is accessed in our day to day work. Even all teachers are connected with broadband/ Wifi facilities, where teachers as well students can take full advantage of the system. Even marks uploading during the final examination is possible only because of this connection.

4.3.2 Student – Computer ratio for last completed academic year

Response: 4.92

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description**Document**

Data as per Data Template

[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:**

Proper maintenance and utilization of physical, academic and support facilities are augmented and maintained through various committees like Development Committee, Purchase Committee, and Library Committee, etc. formed every year by the members of the Teachers' Council. The Development Committee looks after the maintenance, repair, and construction work related to the building. Physical infrastructure like water, power supply, and gas line is looked after by this committee. All work is done through the tender system as per standard norms or rules laid down by the Department of Higher Education. There are two beautiful gardens at Jamia Urdu College of Education. A team of efficient and experienced gardeners maintains these gardens of the college. Planting of seasonal trees is carried in the college garden regularly. Maintenance of the garden is also looked after by the Development Committee.

Laboratory: The College has a Physical Science and BioScience laboratory facilities and the Laboratory facilities are made accessible to all the students of the College. The users of these laboratories pay immense attention while accessing the facilities and handle it with good care. College appointed a Laboratory attendant for proper maintenance of the laboratories.

Library: Library is a sacred place where the learners can acquire and enlighten themselves by gathering vast knowledge. The library has an advisory committee, which meets at regular intervals to discuss various issues related to library facilities, services, and activities. The committee works towards improving the overall library infrastructure and resources to make it user friendly. The college library subscribed to N- LIST programme of INFLIBNET. A link to Web OPAC has been provided on the library website for remote access. Users can access the library database and search for books. The users can access this information from home where internet connectivity is available.

Sports Complex: The Games and Sports section in the institution is being looked after by the Physical Education teacher. All the sports materials and equipment are stored in a sports Lab under the supervision of the Physical education teacher. Students are allowed to use the sports materials only after signing the register and return the same after their sports activities get over. There is a playground inside the campus where students play different outdoor games like volleyball, cricket, football, etc. The college has facilities for indoor games also.

Computer: Computer has become an integral part in every walks of life, hence its requirement is felt in every institution. Jamia Urdu College of Education has sufficient numbers of computers which are used in offices in college for academic purpose and in the computer laboratory also.

Classroom: The institution provides classroom which is spacious, well-lit, for the students. The college authorities pay great attention to maintaining the classroom and ensure uninterrupted teaching-learning activities. For the smooth running of the college, all teachers are free to submit their requirements to the Principal regarding repairing and maintaining the computer, classroom furniture, and other equipments of the labs etc.

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
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

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: D. Any 2 of the above

File Description	Document
Data as per Data Template for the applicable options	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
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

2019-20	2018-19	2017-18	2016-17	2015-16
0	00	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: 24.39

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 10

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

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

File Description	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: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	00	0

File Description	Document
Data as per Data Template	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 Institution believes in youth empowerment through quality education. Hence enough space is given for co-curricular, extracurricular activities of the college. The students are involved in number of activities at institution level and also at society level. Student's Council is set up as per the norms and meetings laid down by Dr. B. R. Ambedkar University Agra. Student's Council election is conducted for selecting student's representatives in the various arena for the benefit of the students. The student's representatives encourage and motivate other students to participate in student's oriented programmes such as Blood donation camp, Fresher's welcome, Republic day, Independence day, Voters day, Yoga day, Environment day, etc. Students representative assist teachers in making any such events successful. The student's representative also ensures to maintain discipline in the college by encouraging students to follow the rules and regulations laid down by the college and insist other students to maintain a green, plastic-free campus. With the help of the student's representative, sports and cultural events, competitions, tree plantations in the college are organized. So the student council actively plays an important role in upgrading the image of the college.

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description**Document**

Data as per Data Template

[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:**

Jamia Urdu College of Education is devoted to cherishing the relationship with its family members by constant touchups, college interactions, and friendly get-together. Alumni of the college envision fostering friendly cooperation between present and later/previous generation of the students thereby enhancing the betterment of the institution. Alumni associations of the Institution arrange to get together, where the members of the college gather together offering their vibrant participation in all spheres of college 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: E. None of the above

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

File Description	Document
Data as per Data Template	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:

Alumni Association acts as an effective support system to the institution by:

- To arrange and support in placement activities for the students
- To encourage the students of the college & members of the Association for research & development work in various fields of education
- To conduct workshops, guest lecture, skill development program
- To encourage and guide the students of the college on nurturing their talent and self-employment
- Alumni of the Jamia Urdu College of Education are contributing in the overall development of the students of college which would ensure better professional future for the students.

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:

Jamia Urdu College of Education is one of the best Private College of Aligarh, established in 2015, aims to cater to the needs of students belonging to the diverse socio-economic background and cultivate moral, intellectual, spiritual, social, emotional and all-round development of its students.

Vision:

The College took it upon itself the mission of nurturing the minds of its student so that they can achieve to their fullest potential and turn out to be successful citizens of this country.

Mission:

The Mission of the college is carved out of the vision in a way so that the students of this college are provided with:

- An education that develops our students into well qualified teachers so that they can meet the challenges ahead with right types of skills and attitude woven with social values and ethical standards.
- An education that is liberal which helps the student in developing a mindset which is liberating in its focus and attitude.
- An education which teaches a student to have an equitable attitude in their present life and helps the students to become a responsible citizen of this country.
- The college tries to deliver an education that does not limit itself within the ambit of text and related study material but extends itself and helps them to gain knowledge in other fields.
- An education that relates itself to nature, the environment at the one end and fellow feeling at the other end.

To strive to attain the mission and vision of the College the institutional set-up works in collaboration with the policy-framework announced by the State Government, the policy-framework of the Central Government as forwarded through the Government of Uttar Pradesh. To fulfill the vision, the College follows a path of continuous work along with its monitoring and required modification in the following manner:

- Faculty members, under the guidance of the affiliating university, Dr. B. R. Ambedkar University Agra, continuously engage themselves in framing the syllabi of B.Ed. program offered by the College in such a way that a liberal view about theory and practice can be presented before the students.
- Encouragement is provided to build up a true leadership quality among the students in a just and equitable way by engaging them in activity like Students' Union Council, Scout and Guide and Yoga Camp.

Initiatives are taken to organize the discussions, seminar, debate, cultural presentation, patriotic, and nation-building activities so that students can feel themselves to be an active participants in shaping up social issues.

6.1.2 Institution practices decentralization and participative management

Response:

In the hierarchy first comes the Principal Secretary of the Institute, subsequently comes the Director, of the Institute, and then comes the Principal of the college who acts as the administrative head of the institution. Since Jamia Urdu College of Education is a Private Institution, all the major decision is taken by the Directorate of the Institution. The financial matter of the college is looked after by the Stakeholders of management committee, who is selected among the teachers, but approved by the Director of the Institution. To assist the Principal and for the smooth functioning of the college, there is a Teachers' Council where the Principal functions as the President. The Teacher's Council selects one Secretary and two Joint Secretaries selected among teachers. There are various subcommittees like Examination Committee, Academic Committee, Discipline Committee, Development Committee etc. whose conveners and members are selected from the Teachers' Council. In total there are 20 sub-committees. The work of the college administration is decentralized and the various subcommittees formed at the beginning of the academic year to support the system. Some of the functions of the committees are as follows:

- 1) The examination sub-committee conducts two annual examination as per the University Time table and undertakes two internal sessional examinations in a year. Other than the regular University examinations, various competitive examinations are conducted by the college, whenever required by the government.
- 2) The admission sub-committee arranges the admission of the college.
- 3) Routine sub-committee prepares the routine of the college.
- 4) Cultural sub-committee arranges the entire cultural program. The committee also observes all the important national and international events in the college.
- 4) The discipline committee looks after the overall discipline of the college so that students try to maintain the rules and regulations of the college.
- 5) The anti-ragging committee and Sexual Harassment cell see that the students are fully secured inside the college campus.
- 6) The development committee looks after the overall development of the college, including infrastructure development.
- 7) The purchase committee looks after the purchase of various equipment, instruments, furniture, etc.
- 8) The literary and Debate Committee encourages students to participate in debate in the college campus and also take an active part in various inter-college competitions.

9) Library committee looks after the books requirement according to the need of the students.

10) Anti ragging committee looks after the issues will not create. They checked and banned ragging.

Every sub-committee is led by a convener and few members and these committees meet on a regular basis and help to formulate and implement the strategic plans of the institution.

Apart from the Teachers' Council, the College has IQAC, RUSA Committee.

Throughout the academic year, all the sub-committees participate to resolve the concerning issues for the interest of the institution where every committee member has the freedom to participate in decision making. The students take an active part in the various activities on the campus.

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

Response:

The institution maintains transparency in all above areas. All financial work is done by online method. Parents, students and other respected members of society involve in the academic, administrative and other functions.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

Jamia Urdu College of Education is a Private Institution affiliated to Dr. B. R. Ambedkar University Agra so all strategic plans are taken by the Department of Higher Education, Dr. B. R. Ambedkar University Agra. However, some internal strategies can be taken by the Principal of the college for the smooth functioning of the college. One such strategic plan implemented by the college is the Teaching and Learning Process of the Institution. The academic calendar is prepared by the Academic Committee and the routine of the institution is prepared by the Routine Committee at the beginning of each academic year. The Principal hand over the routine, distribute syllabus among faculty members, so that the syllabus is completed within time. Time to time extra classes, tutorial classes, online classes as well as different application are used to provide study material to the students, revision classes are also taken to complete the syllabus in time. In short, syllabus coverage is monitored by the Principal. Attention is paid for slow learners. Study materials, question papers of the preceding years are provided to advance as well as slow learners. Guidance is provided to the students for writing answer. There is a library in the college from where books are provided as reference books to the students. ICT enabled classes are also taken by the concerning teachers to make the students understand certain difficult topics in the easiest way. Study tours are arranged in the college to enhance the experimental learning process. College has been provided with computers along with internet facilities for the smooth conducting of assigned work. For the proper guidance of the students, there is a mentor and mentee systems are used. Assignments, Sessional

examinations as part of continuous evaluation, group learning are also practiced from time to time. The main purpose of the College is to enhance the knowledge and make the students aware of the modern education system. Library facilities, INFLIBNET facilities are also rendered to the students of this institution. To make the students ease, college conducts group discussion, quiz competition, and debate competition so that the students are also able to overcome their fear and expand their knowledge and to upgrade themselves.

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 Principal as the head of the institution along with the members of the Teachers' Council maintains a congenial and academic environment of the college. Major policy decisions are taken by the Director of the Institution, which are communicated to the college through the Officer on Special Duty. In the college, the Principal is the apex authority and he is assisted by the Secretary, Teachers' Council, and various sub-committees. The Principal executes academic and administrative plans and policies with the help of 20 sub-committees for smooth conduct of the college activities. In addition, the college has IQAC Cell and RUSA Cell. The works to establish NAAC Cell are in the process.

The various twenty sub-committees are:

- 1) Academic committee
- 2) Admission Committee
- 3) Examination Committee
- 4) Social Entertainment Committee
- 5) Library Committee
- 6) Debate and Literary activities and Magazine Committee
- 7) Student's Union Council Election Committee
- 8) Games and Sports Committee
- 9) Discipline Committee
- 10) Planning and Development Committee
- 11) Purchase Committee
- 12) Routine Committee

- 13) Store verification Committee
- 14) Sexual Harassment and Redressal Committee
- 15) Anti Ragging Committee
- 16) Boys' Common Room
- 17) Girls' Common Room
- 18) Research Committee
- 19) Placement Cell
- 20) Canteen Committee

Appointment- Recruitment of Assistant Professor are done individually by the college after the approval and according to the norms of the Dr. B. R. Ambedkar University Agra and appointment of non-teaching staff is made through interviews. Supporting staffs for cleaning, Night Guard is maintained in the college throughout sourcing.

Promotion Policy – Career Advancement Scheme (CAS) of the recruited Faculty members is done by the Director of the Institution as per the norms of self finance.

Service Rules- All the employees of the college follow the rule of the affiliating university ie. Dr. B. R. Ambedkar University Agra.

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: C. Any 3 or 4 of the above

File Description	Document
Data as per Data Template	View Document

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

Response:

The meetings are conducted on regular basis among different committees/ cell/ bodies like placement cell, admission cell, guidance and counseling cell, etc. with the Head of the Institution. Different problems are discussed and suggestions are also taken up for the improvement and effective functioning of the Institution. Individual Importance is considered and Points raised during the meetings and immediate resolution is given priority.

6.3 Faculty Empowerment Strategies**6.3.1 Effective implementation of welfare measures for teaching and non-teaching staff is in place****Response:**

Jamia Urdu College of Education is a Private College and has to follow welfare measures provided to teaching and non-teaching staff as per the guidelines of the Dr. B. R. Ambedkar University Agra to which the institution is affiliated. The institution has various effective welfare measures for teaching and non-teaching staff. Some of them are:

1. The salary component and other monetary benefits are given as per the rules of self finance for Assistant Professor and non-teaching staffs.
2. Annual Increment@ 3% is given every year for every teaching and non-teaching staff of the college.
3. Promotion and CAS benefits are given as per the guidelines of the Institution.
4. Faculty members are encouraged to participate in the Orientation Program/ Refresher Course/ Seminars/ Workshop. Non-teaching staffs are also allowed to undertake various training programs for enhancing their professional knowledge.
5. Festival Bonus is provided for teaching and non-teaching staff.
6. Medical reimbursement is given to every teaching and non-teaching staff. On the other hand, monthly medical checkup is provided by the college.
7. Both teaching and non-teaching staff can avail of Casual Leave, Earn Leave, and Medical Leave. Benefits of availing Child Care Leave, Maternity Leave, Paternity Leave as per state rules are also provided to the staff.

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: 1.25

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	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: 2

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	1	0	0

File Description	Document
Data as per Data Template	View Document

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

Response: 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

2019-20	2018-19	2017-18	2016-17	2015-16
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:

Performance Appraisal is the most methodical way of evaluating the performance of an employee. It makes the employee more liable to the work that he/she performs. It also inspires the teachers to undertake research based work to enhance their knowledge. The Performance Appraisal System is conducted by the Director of the institution. For this purpose, the Gazetted officers are given the Annual Confidential Report (ACR) format for their self-appraisal annually. The ACR is assessed by the Principal and is then sent to the Directorate of the Institution for further action. On the basis of this ACR for Career Advancement i.e., promotion is given. Non-teaching staff is not given any appraisal format as their promotion is based on a seniority basis which is conducted by the institution from time to time. However, to make the non-teaching staff aware of different advancements made in the official matters, they are deputed for various training programmes to enhance their potentiality.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

Jamia Urdu College of Education is a Private Institution so the college conduct internal and external audits. The office of the Principal may seek audit as and when required with permission from the Director of Higher Education, normally the College, initiates audit in colleges where the audit cell takes necessary measures required. Sometimes the Department of Audit is also entrusted with the work. The spectrum of the audit work includes all financial transactions, purchases, and procurement in keeping with the financial rules of the government. Allowances like HRA, medical, travel, etc. are also subjected to audit clearance. The college maintains its cash books and stock registers as per the guidelines followed in the Dr. B.R.Ambedkar University, Agra. Accounts are maintained by the Accounts Section of the college which are checked and supervised by the Drawing and Disbursing Officer (DDO) regularly.

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)

2019-20	2018-19	2017-18	2016-17	2015-16
0	00	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:

The availability of funds is essential for any organization, society, family, or co-operatives but the mobility of funds is even more important. If the mobility is in the right direction, well-co-ordinated then the level of progress is high; otherwise, it becomes ineffective even though the fund is available. Therefore the mobility of funds is important for the development of any organization.

The Principal and the Drawing and Disbursing Officer (DDO) of the college monitor the use of the resources received from the Development Committee and Purchase committee. The allocated funds are utilized to purchase equipment, organize seminars, workshops and conferences, etc. The Principal makes recommendations for better handling of resources and effective mobilization of available funds for the betterment of the students, teaching and non-teaching staffs. There is a Planning and Development Committee that looks after the requirements of college minutely and then goes for purchasing the things through the Purchase Committee. The Purchase Committee follows all the formalities for the utilization of the fund. Quotations are sought and then following the required formalities, for utilization of funds, steps are taken. A supply order is given to the vendor for the purchase of any material. At times purchases are made by the local Co-operative society. If the purchase of materials is below ten thousand, the purchase can be made directly without calling any tender. Up to 2.50 lakhs, the Principal can call tender but if the purchase is above 2.50 lakhs purchase has to be made by e-tender. Recently the Department of Higher Education instructed the college to make the purchase through GEM. Beneficiaries are added to the software and the payments are made online through the Public Finance Management System (PFMS).

An institution is recognized by its infrastructure which is beautiful and calm suitable for studies and also by the success of students studying in the college. Therefore some fund is invested on the purchase of books and apparatus, sports and games, Fresher's welcome, other cultural programmes, and national events. For effective teaching and learning process, it is very important that the environment and campus of the institution should be clean and alluring. The institution has two gardens which are maintained by the fund provided to the college. For maintaining and upgrading the facilities provided to the college there is a fund for electricity, water, and internet website and telephone bills. To upgrade the students, professors, and employees various programs like seminars, discussions are organized for which fund is provided by the college. Some percentage of funds are also kept for miscellaneous expenses.

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:

The Internal Quality Assurance Cell (IQAC) monitors efforts of the college towards excellence in different areas. By the end of the session, IQAC chalks out an action plan for the next year and ensure & review the efforts are made by the institution to follow that action plan. The institute has a sufficient number of committees and cells headed by a coordinator and a few members which contribute to the quantitative and

qualitative changes in the College. IQAC conducts academic audit (internal) of the college to review the academic achievements of faculty members and documentation of the various programmes/activities of the College. It also collects and analyses feedback from the students, parents and updates on the institutional website. Measures and strategies to be implemented for quality assurance are regularly discussed in the IQAC meetings. Following are the example of two practices implemented as quality enhancement measures:

1. **Advance Action Planning:** In chalking out the action plan, all HODs, convener/ programme coordinator are invited in the meeting of IQAC. Upon the initiative of the institution, it is implemented by head of the institution. The academic calendar is an integral part of this action plan which is prepared before the commencement of the academic session.

2. **Students' Satisfaction on overall Institutional Performance:** The Internal Quality Assurance Cell of the College conducts a manual student feedback system on overall institutional performance regarding the teaching-learning process, evaluation process, library services and administration by the College from the final semester students of the academic session. To quantify overall institutional performance four composite indices – (i) Teaching-Learning Composite Index (TLCI) (ii) Evaluation Composite Index (ECI) (iii) Library Composite Index (LCI) and (iv) Administration Composite Index (ACI) is constructed. Students' responses are analysed by the IQAC Committee and feedback is discussed in the meeting of IQAC with Head of the College. The feedback report is coordinated to the Head of the institution for taking initiatives in quality sustenance.

It improves the student-teacher relationship; helps the teachers to improve their teaching-learning methods; creates a healthy communication between the students and the teachers; develops the skill of evaluation; helps the college administration to improve services and facilities in diverse areas like library, drinking water, cleanliness in the classrooms and toilets, hygienic food services by canteen etc.

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

Response:

1. The College reviews its teaching learning process and learning outcomes at periodic intervals through IQAC. HOD also arrange the meeting and also get informal classroom feedback apart from the student satisfaction survey (SSS) to review the teaching process of the college and take required steps for further improvement. Student feedback/ SSS on teaching-learning and evaluation process is collected and analysed on a regular basis by IQAC. The feedback report is coordinated to the Head of the College and also discussed in the IQAC meeting which helps to take required steps. The Sessional examinations on a regular basis help in assessing the learning outcomes.

2. Another example in implementation of teaching learning reforms facilitated by IQAC is an enhanced use of ICT in teaching and learning process. The goal is to make the teaching learning process more learners centric. The IQAC passed that a greater involvement of ICT in Teaching Learning be ensured. Therefore, college were asked to integrate information technology with teaching learning process. Classroom lectures were supplemented with the use of audio-visual aids such as LCD projectors, PowerPoint presentations etc. Besides, students were made aware of the use of e-books and lecture summary were provided to them. The

students were provided with various web links that related them to their topics of study.

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: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document

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

Response:

Significant contributions made by IQAC in the past 5 year are-

- * National Seminar
- * Placement Training
- * Feedback from Heads & Mentor teachers of teaching internship schools
- * Workshop on Power Point Skills

* Performance Based Appraisal of Teaching Staff

Year	Name of quality initiative by IQAC	Date of conducting activity	Number of participants
2017	Orientation to First Year Students of 2017 – 1804th batch	4th - 6th July, 2017	77 B.Ed Students
2018	National Seminar	19th - 20th January, 2018	100 Academicians, Research Prospective Teachers
2018	Performance Based Appraisal of Teaching Staff (2017 -18)		
2021	Placement Training	17th January, 2021	50 B.Ed Students
2021	Workshop on Power Point Skills	3rd February, 2021	130 B.Ed Students

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:

1. Turning off lights or appliances when the college members do not need them.
2. Use of Halogen incandescent bulbs, compact fluorescent lights (CFLs) and light emitting diode bulbs (LEPs)
3. Use optimal quantity of water.
4. Use hot water only when very necessary.
5. Plant-trees or shrubs in the campus. A unit operating in the shade uses as much as 10% less electricity than the same one operating in the sun.
6. Computer is used when needed. A computer that runs 24 hours a day for instance, uses more power than an energy – efficient refrigerator.
7. Setting computers, monitors and copiers to use sleep mode when not in use helps cut energy costs by approximately 40%.
8. More use of water cooler for cold and hot waters rather than refrigerator.

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

Response:

Solid Waste Management- Nurturing environment consciousness is the aspiration of Jamia Urdu college of Education and so the college has undertaken certain steps to maintain solid waste management. To keep the campus neat and clean, the college has made use of more waste boxes kept in different corners of the college campus, so that the students, teaching and non-teaching staff use these boxes as a dustbin. Sometimes the NSS volunteers also clean the college which is a part of their activity.

Liquid Waste Management- The liquid waste management is well maintained by the college. The chemicals discharged from the chemistry laboratory are disposed of in a separate tank, outside the lab so that the waste does not ooze up with the nearby soil where there is vegetation.

E-waste management- Jamia Urdu College of Education maintains disposal waste in a planned way. The waste like broken furniture is brought in reuse after assembling the useable parts. Other E-waste materials like totally damaged furniture, out of function computers, non functioning digital apparatus like Mother Board, Hard Drive and other office E-wastes are stored in a separate room.

Other than these college maintains clean and green campus. Jamia Urdu College of Education is plastic free campus. LED lights are used in some parts of college campus for conservation of energy. Initiatives are taken to Reduce paper communication. College actively organizes Swachh Bharat Abhiyan to creates awareness and consciousness among students, teaching and non-teaching staff.

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: E. None of the above

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: E. None of the above

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

Response:

Jamia Urdu College of Education is committed to maintenance of cleanliness, sanitation, green cover and producing a pollution free healthy environment. Cleaning staff of Jamia Urdu disinfect bathrooms, classes and common areas several times a day. Each room in the college has a box of cleaning supplies. There are dustbins all around the college premises, both inside and outside.

There are larger trash cans in hallways, toilets and college entrances and exists. Cleaning staff sanitise classes, bathrooms, staffrooms several times during the college time and the sanitiser stands are placed every where. For providing a pollution free-environment we encourage our students and staff for use of bicycles/e-vehicles. Use of plastic is ban in college premises.

The college has also organized a programme on go green in which different activities are performed by students like plantation, for sustainable developments of natural resources, like balance of ecology and steps of improvement and conservation of natural resources etc.

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: C. Any 3 of the above

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**Response:** 11.76**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	0

File Description**Document**

Data as per Data Template

[View Document](#)**7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.****Response:**

Jamia Urdu College of Education is always sensitive and emphatic towards social, environmental and community problem. Time to time the college has organized the seminars, webinars and programs touching the issue of environment, society and community. The college is willing to nurture a healthy environment for which different programs like plantation are organized.

India is a country of multi ethnic culture where people belonging to religious, racial, cultural and lingual identities live together harmoniously. So to maintain an inclusive environment and to give environmental awareness and knowledge about resources and community practicality is very necessary to the students. Keeping this view in mind. Jamia Urdu College of Education tries to maintain harmony and try to create good will among students. Most of the students taking admissions in the college are local and belong to the nearby places and other district of U.P. In major extension activities participation of faculties, students and non-teaching staff are commendable. Each and every students along with faculty members are fully involved in the national developmental activities, national festivals, awareness rallies and government and non-government campaigns. The flex board of environmental awareness, use of different resources, social harmony, unity and moral values are displayed on the college campus. College plays an effective role as a catalysts in the area to maintain peace and national integration.

The college regularly organizes different activities for inculcating the values of tolerance, harmony towards cultural diversities. These activities have a very positive impact on society's cultural and communal thought directly. The college thereby celebrates Independence Day, Republic Day, Gandhi Jayati, Rashtriya Ekta Divas every year with great honour and respect. These programs organized by the college promote greater value of life, love, integrity, fraternity and patriotism in the minds of the students. The students and staff visited old age home and "Ahmadi School for Blind" and offered gifts and distributed sweets, chocolates and lunch to the people and visually impaired students. The institution donated money to different NGO's for poors. Colleges contributes in the marriage of its poor girls students. Thus a sense

of commitment towards nation, society and responsibility towards community and humanity at large is instilled in the mind of the students

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

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

Response: D. Any 1 of the above

7.2 Best Practices

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

Response:

Title of the practice: Promotion of Environmental Consciousness

Objective of the practice:

The objective of the practice is to create a better learning atmosphere which makes the environment carbon neutral and helps to maintain a healthy atmosphere in and around the college. It fosters a sense of connection to the natural world, promotes sustainable development and encourages conservation of irreplaceable natural resources and vulnerable plants.

Context:

The College is conscious about undertaking plantation work and maintaining cleanliness in and around the campus and hence has a good effect on the environment of the college.

Practice:

Plantation and afforestation is the need of the hour for maintaining a healthy and pollution free environment. A canopy of large leafy trees provides shade and a beautiful ambiance to the entire surrounding. Dr. M.S. Khan Principal of the College was the key person for establishing this beautiful garden. The green plant species of the campus is identified and documented by the College. The flora includes approximately 150 species. To make the campus eco- friendly, various initiatives have been undertaken by the College.

Problems encountered and resources required:

The problem arises with regard to irrigating certain areas of the garden in the summer season. The main

problem regarding the maintenance of these gardens is limited funds. And adequate supporting staff. As the state government does not allocate funds for this purpose, the college has to maintain this from the non-government fund.

Best Practice - 2

Title of the practice: Developing Empathy through Community Service

Objective of the practice:

The objectives of the practices are:

- To give exposure to students in experiential learning beyond traditional classroom learning.
- To involve students in social activities which promote citizenship role and social networking skill.
- To create a linkage between institutions of higher learning to community or society where they live.

Context:

Empathy is the skill that develops us relates to others, work together and form healthy bonds which are the cornerstones of a healthy society. It not only keeps us connected to others but also inspires us to help. Engaging in community service provides students with the opportunity to become active members of their community and has a lasting positive impact on society at large. The student develops a sense of social responsibility, tolerance, and cooperation.

Practice:

The NSS unit and Student's Council of Jamia Urdu College of Education organize voluntary blood donation camps every year. A doctor and three-to-five technical staff conduct the blood camp. The doctor examines the weight and primary health condition of each willing donor and technical staff collects blood from the donors. The collected blood is transported and stored in the Blood Bank. This practice is aimed to provide an adequate supply of safe blood.

Apart from the blood donation program, the NSS unit and student's representative, Teachers' Council, non-teaching staff, Alumni Association of Jamia Urdu College of Education organizes various extension activities and outreach program in the adopted village, orphanage centers and distribute essential materials among street beggars.

7.3 Institutional Distinctiveness

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

Response:

Jamia Urdu College of Education assures to give quality education to students to boost up their intellectual ability and to nourish their talents. The main motto of all faculties working in this Institute is to held and

guide the students for their all round development and to nurture their innate talent and abilities. The college also tries to enrich the students' cultural activities and in games and sports. The college prepares the learners to be a self-confident citizen with perseverance, patriotism and humanity. The main aim of college is to empower our future generation academically and this is well evidenced by the success of some students. Many of our students are academically well enriched to be employed in many reputed institutions, organizations. Some of our students have qualified NET, CTET, UPTET and at present working in different schools and colleges and some students are pursuing higher education. Teachers and students work with great earnestness and sincerity to achieve their goals.

The vision of the college as set in its statement, the college incessantly makes great efforts to prepare its students not just for examinations, but for the journey of life. The learners are imparted with ideas of social justice and self-reliance rooted in a sense of morality as well as freedom. This is done through a series of regular measures so that tradition and modernity are attempted to be blended, emphasizing learner's power and rights.

With this goal in mind, the Institution uses all means to encourage the all round development of personality and character. The teaching and the extra-curricular activities are oriented in such away that mental health, physical disability skill development related requirements do not take a back seat. The Institution's constant, ceaseless and committed striving towards excellence in all spheres – academic, sports and cultural – flows from the focused initiatives aimed translating the vision and mission statement into concrete realities and achieve its goal of becoming on “Establishment for accomplishment” the main aim is to empower our students.

Along with excellence in education students are thoroughly equipped with the knowledge of social perseverance and environmental sustainability. A special effort on learner's understanding of the current environmental crisis and through its various schemes like energy conservation, waste management, plantation drives urges them to become eco-friendly citizens.

5. CONCLUSION

Additional Information :

Education and National Development are correlated as the expansion of education helps in opening of new avenues for speeding up all round development of the country. Education inculcates a life-long habit of learning. Today, it is necessary because the corpus of knowledge is increasing at a tremendous pace.

Jamia Urdu Society added a new chapter to its glowing history by opening Jamia Urdu College of Education in 2015 affiliated to Dr. B.R. Ambedkar University, Agra and NCTE, Jaipur.

The Pandemic coronavirus COVID-19 is moving like a wave. In this crisis period, College students and teaching staff here are in regular touch through online mode and teaching learning process is running smoothly through different online platforms. The college faculties are organizing different webinars and virtual workshops, which are directly upgrading teachers and students and in this way the teachers create innovative methods of teaching and learning which fulfill the growing demands in the field of education and prepare student in the same made.

Concluding Remarks :

The mission of the Jamia Urdu College of Education is to offer the education that transform ideas and technology in to successful career. The Institute has been setup with the objective of offering high quality professional education. The tradition of the excellence is an ongoing endeavour here, which is providing quality teacher – trainees, who will help in establishing and strengthening the norms of society.

The institution is committed to offer qualitative pre-service teacher development of the B.Ed., trainees, endeavoring to provide equal and fair access to wisdom and opportunities especially to the disadvantaged, the minority, the women and the weaker sections of the society, by leveraging technology and to prepare world class teachers

MISSION

The trainees are motivated to enrich their knowledge, skills and attitude for teacher Development programme, provide adequate knowledge in information and Communication to face the future challenges in their career, resolve local, national, global, cultural, psychological, pedagogical issues involving all the stake holders, besides fostering win-win attitude among the student-trainees through emerging trends, innovations and leveraging technologies.

VALUES

- Develop moral Uprightness among trainees
- Develop social responsibility among learners
- Develop Excellence among Teacher Trainees in their area of work

The institution is designated to save environment and promote best practices in development of human values among trainees.

OBJECTIVES

- To introduce the prospective teachers to the fundamentals of education through various papers, prescribed in B.Ed course to the trainees.
- To acquaint the student teachers with communication technology and its application in teaching and learning in 21st century.
- To equip the student- teachers with skills and competencies for effective teaching.
- To leverage the innate talent of student -teachers through academic and co-curricular activities.
- To empower student teacher with rational thinking and scientific attitude
- To promote capabilities that need to be inculcated for a value based education.
- To provide placement services to the student teacher to boost up their career placement.
- To foster value based education among the students through counseling, guidance and developing in them a good personality.
- To Encourage student teachers to participate actively in various community based activities.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	<p>At the institution level, the curriculum planning and adoption are a collaborative effort;</p> <p>Indicate the persons involved in the curriculum planning process during the last completed academic year</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: E. Any 1 or none of the above</p>
1.1.3	<p>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through</p> <ol style="list-style-type: none"> 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above</p> <p>Remark : HEI needs to provide : 1. URL does not include PLO and PSO 2. Complete copy of Prospectus 3. Photographs of Student Orientation with Caption and Date 4. Photographs of Teacher Orientation with Caption and Date</p>
1.2.1	<p>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</p> <p>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</p>

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
14	14	14	14	14

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
14	14	14	14	14

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
14	14	14	14	14

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
14	14	14	14	14

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**

Answer before DVV Verification : A. All of the above

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

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

Answer before DVV Verification : B. Feedback collected, analysed and action has been taken

Answer After DVV Verification: C. Feedback collected and analysed

Remark : Feed back taken from students

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
25	12	41	3	0

Remark : As provided by HEI

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

Answer before DVV Verification : Whenever need arises due to student diversity

Answer After DVV Verification: No Special effort put forth in accordance with learner needs

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

2.2.4.1. **Number of mentors in the Institution**

Answer before DVV Verification : 16

Answer after DVV Verification: 16

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**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
16	16	16	16	10

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
16	16	16	16	10

Remark : HEI provided link of Google Classroom

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..**

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**

	<p>Answer before DVV Verification : 47 Answer after DVV Verification: 11</p> <p>Remark : 11 students as appearing as participants in e learning programme as shown in screen shorts provided by HEI</p>
2.3.4	<p>ICT support is used by students in various learning situations such as</p> <ol style="list-style-type: none"> 1. Understanding theory courses 2. Practice teaching 3. Internship 4. Out of class room activities 5. Biomechanical and Kinesiological activities 6. Field sports <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: D. Any 1 of the above</p> <p>Remark : HEI needs to provide following data: 1. Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations 2. Geo-tagged photographs wherever applicable 3. Link of resources used</p>
2.3.6	<p>Institution provides exposure to students about recent developments in the field of education through</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: D. Any 2 of the above</p>
2.4.1	<p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none"> 1. Organizing Learning (lesson plan) 2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology Use and Integration 5. Organizing Field Visits 6. Conducting Outreach/ Out of Classroom Activities

7. **Community Engagement**
8. **Facilitating Inclusive Education**
9. **Preparing Individualized Educational Plan(IEP)**

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

Answer After DVV Verification: D. Any 2 or 3 of the above

Remark : HEI needs to provide - Reports of activities performed

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**

Answer before DVV Verification : B. Any 6 or 7 of the above

Answer After DVV Verification: D. Any 2 or 3 of the above

Remark : HEI needs to provide Reports of activities performed

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**

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

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

	Remark : HEI provided photographs of sessions
2.4.4	<p>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</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : B. Any 3 or 4 of the above Answer After DVV Verification: C. Any 2 of the above</p>
2.4.5	<p>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : D. Any 2 of the above Answer After DVV Verification: D. Any 2 of the above Remark : HEI provided the data</p>
2.4.6	<p>Students develop competence to organize academic, cultural, sports and community related events through</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : HEI needs to provide documentary evidence showing the activities carried out for each of the selected response along with report of the events organized and Photographs with caption and date.</p>
2.4.7	<p>A variety of assignments given and assessed for theory courses through</p> <ol style="list-style-type: none"> 1. Library work

	<p>2. Field exploration</p> <p>3. Hands-on activity</p> <p>4. Preparation of term paper</p> <p>5. Identifying and using the different sources for study</p> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : HEI needs to provide samples of other mentioned methods of assignments and their assessments for theory courses of different programmes</p>
2.4.9	<p>Average number of students attached to each school for internship during the last completed academic year</p> <p>2.4.9.1. Number of schools selected for internship during the last completed academic year Answer before DVV Verification : 04 Answer after DVV Verification: 04</p> <p>Remark : HEI has provided list of teachers assigned for internship and list of schedule of work</p>
2.4.10	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above</p>
2.4.12	<p>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</p> <ol style="list-style-type: none"> 1. Self 2. Peers (fellow interns) 3. Teachers / School* Teachers 4. Principal / School* Principal 5. B.Ed Students / School* Students <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : C. Any 2 or 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : HEI needs to provide assessment criteria adopted by each of the selected persons and</p>

	two filled in sample observation formats for each of the claimed assessors
2.4.13	<p>Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above</p>
2.5.2	<p>Percentage of fulltime teachers with Ph. D. degree during the last five years</p> <p>2.5.2.1. Number of full time teachers in the institution with Ph.D. degree during last five years</p> <p>Answer before DVV Verification : 06 Answer after DVV Verification: 4</p> <p>Remark : Four Completed degrees are considered</p>
2.5.3	<p>Average teaching experience of full time teachers for the last completed academic year.</p> <p>2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year</p> <p>Answer before DVV Verification : 67 Answer after DVV Verification: 01</p> <p>Remark : HEI needs to provide Copy of the appointment letters of the fulltime teacher</p>
2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: D. Any 1 of the above</p> <p>Remark : HEI needs to provide: 1. Annual Institutional Plan of action for internal evaluation ? Details of provisions for improvement and bi-lingual answering ? Documentary evidence for remedial support provided</p>
2.7.2	Average pass percentage of students during the last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
47	61	10	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
40	59	9	0	0

Remark : HEI has not provided result as per affiliated University. The above result is as per HIE own result sheets signed / stamped by the Head of HEI.

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

Answer before DVV Verification : 47

Answer after DVV Verification: 47

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

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

Answer After DVV Verification: D. Any 1 of the above

Remark : HEI needs to provide: 1. Documentary evidences in support of the claims ? Details of reports highlighting the claims made by the institution ? Reports of innovations tried out and ideas incubated ? Copyrights or patents filed

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	7	3	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	0	0	0

Remark : In the supported documents, the researcher is not affiliated to Jamia College Of Education (It is Aligarh College or Sanaskriti university). HEI needs to provide : link of UGC approved list of journals available in this link: <https://www.ugc.ac.in/journallist>. In case of research papers published in deleted list of UGC until 2nd may 2018, the details in the link column may please mentioned as: the S.No of the journal –Deleted list

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
60	45	65	10	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
50	45	50	10	0

Remark : HEI needs to provide Geo tag photographs with caption and date

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

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

Answer before DVV Verification : B. Any 5 or 6 of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : HEI needs to provide reports of other activities also.

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.

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

Answer before DVV Verification : 02

Answer after DVV Verification: 00

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

Answer before DVV Verification : 09

Answer after DVV Verification: 1

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in lakhs)**4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4.72	5.54	5.89	1.3	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : HAI needs to provide valid document against these expenses i.e. CA certified expenditure statement showing these expenditures

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

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

Answer After DVV Verification: C. Any 2 of the above

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2.18	2.39	2.9	1.3	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

4.2.5	<p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year</p> <p>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 Answer before DVV Verification : 26 Answer after DVV Verification: 1</p> <p>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 Answer before DVV Verification : 30 Answer after DVV Verification: 1</p> <p>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 Answer before DVV Verification : 41 Answer after DVV Verification: 1</p> <p>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. Answer before DVV Verification : 54 Answer after DVV Verification: 1</p> <p>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. Answer before DVV Verification : 46</p>
4.2.6	<p>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</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: E. None of the above</p>
4.3.3	<p>Internet bandwidth available in the institution</p> <p>4.3.3.1. Available bandwidth of internet connection in the institution, in MBPS Answer before DVV Verification : 20 Answer after DVV Verification: 100</p> <p>Remark : Bill is attached of one year from Jan 21 to Jan22</p>
4.3.4	<p>Facilities for e-content development are available in the institution such as</p> <ol style="list-style-type: none"> 1. Studio / Live studio

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

Answer before DVV Verification : D. Any 1 of the above

Answer After DVV Verification: E. None of the above

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2.65	1.91	1.12	2.99	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : HEI needs to provide proof of it i.e. CA Certified expenditure statement showing these said expenditures for relevant years

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : HEI needs to provide 1. Sample feedback sheets from the students participating in each of the initiative 2. Photographs with date and caption for each initiative

5.1.2 **Available student support facilities in the institution are:**

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**

4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**
9. **Canteen**
10. **Toilets for girls**

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

Answer After DVV Verification: B. Any 7 of the above

Remark : HEI has provided photographs of facilities but needs to provide Geo Tagged Photographs of these facilities

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

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

Answer before DVV Verification : C. Any 3 or 4 of the above

Answer After DVV Verification: D. Any 2 of the above

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)**

Answer before DVV Verification : D. Any 1 of the above

Answer After DVV Verification: E. None of the above

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

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

Answer before DVV Verification : 10

Answer after DVV Verification: 10

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

Answer before DVV Verification : 0

Answer after DVV Verification: 0

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

Answer before DVV Verification : 0

Answer after DVV Verification: 0

Remark : List of students is provided

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : HEI has provided notice of debate and other functions, but HEI is needed to provide reports and photos of sports and cultural events

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**

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: E. None of the above

Remark : HEI needs to provide documentary evidence of holding such events

5.4.3	<p>Number of meetings of Alumni Association held during the last five years</p> <p>5.4.3.1. Number of meetings of Alumni Association held during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 309 1046 443"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 521 1046 656"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : HEI needs to provide documentary evidence of holding such events</p>	2019-20	2018-19	2017-18	2016-17	2015-16	1	1	1	1	0	2019-20	2018-19	2017-18	2016-17	2015-16	00	00	00	00	00
2019-20	2018-19	2017-18	2016-17	2015-16																	
1	1	1	1	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
00	00	00	00	00																	
6.2.3	<p>Implementation of e-governance are in the following areas of operation</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 6 or more of the above Answer After DVV Verification: C. Any 3 or 4 of the above</p>																				
6.3.2	<p>Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years</p> <p>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 Answer before DVV Verification:</p> <table border="1" data-bbox="308 1496 1046 1630"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1709 1046 1843"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : HEI has provided the certificate prior to 2015 and has affiliation of Aligarh College Of Education. HEI has not provided 1.Institutional Policy document on providing financial support to teachers 2.E-copy of letter/s indicating financial assistance to teachers 3. Certificate of participation for the claim 4. Certificate of membership 5. Income Expenditure statement highlighting the financial support to teachers.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	1	2	1	0	0	2019-20	2018-19	2017-18	2016-17	2015-16	1	0	0	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
1	2	1	0	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
1	0	0	0	0																	

6.3.3	<p>Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.</p> <p>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 Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : HEI is needed to provide Brochures / Reports along with Photographs with date and caption. 2. List of participants of each programme</p>	2019-20	2018-19	2017-18	2016-17	2015-16	1	1	1	0	0	2019-20	2018-19	2017-18	2016-17	2015-16	0	1	1	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
1	1	1	0	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	1	1	0	0																	
6.3.4	<p>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</p> <p>6.3.4.1. Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 1214 1046 1348"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>2</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1426 1046 1561"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : HEI has provided 4 certificates of year 2020-21. HEI is required certificates one of 2018-19 and two of 2017-18</p>	2019-20	2018-19	2017-18	2016-17	2015-16	0	1	2	0	0	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	0	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	1	2	0	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	0	0	0																	
6.5.3	<p>Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.</p> <p>6.5.3.1. Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years. Answer before DVV Verification:</p> <table border="1" data-bbox="304 1957 1046 2092"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	1	1	1	0	0										
2019-20	2018-19	2017-18	2016-17	2015-16																	
1	1	1	0	0																	

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : HEI needed to provide 1.Report of the work done by IQAC or other quality mechanisms, 2. List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal

6.5.4	<p>Institution engages in several quality initiatives such as</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above</p> <p>Remark : HEI has not provided 1.Link to the minutes of the meeting of IQAC 2. Consolidated report of Academic Administrative Audit (AAA) 3. e-Copies of the accreditations and certifications 4. Supporting document of participation in NIRF 5. Feedback analysis report</p>
7.1.6	<p>Institution is committed to encourage green practices that include:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above</p>
7.1.7	<p>Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p>

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	0

Remark : HEI has provided Expenditure statement showing expenditure on plantation

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

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

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : HEI needs to provide- 1.Web-Link to the Code of Conduct displayed on the institution's website 2. Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct, 3. Details of the Monitoring Committee, Professional ethics programmes, if any

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>76</td> <td>47</td> <td>77</td> <td>12</td> <td></td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>123</td> <td>124</td> <td>89</td> <td>12</td> <td>1</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	76	47	77	12		2019-20	2018-19	2017-18	2016-17	2015-16	123	124	89	12	1
2019-20	2018-19	2017-18	2016-17	2015-16																	
76	47	77	12																		
2019-20	2018-19	2017-18	2016-17	2015-16																	
123	124	89	12	1																	
1.3	Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..																				

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
25	12	41	3	0

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
76	47	77	10	

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
76	47	77	12	1

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
76	47	77	10	

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
41	60	9	1	1

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
76	47	77	12	

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
76	47	77	12	1

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
16	16	16	16	16

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
16	16	16	16	16

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
16	16	16	16	16

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
16	16	16	16	16

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
13.25	10.69	7.01	1.994	

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
13.25	10.69	7.07	1.994	1

3.2 **Number of Computers in the institution for academic purposes..**

Answer before DVV Verification : 25

Answer after DVV Verification : 25