SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

MODERN COLLEGE OF EDUCATION, MALAKAPUR

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Introductory note-

Gramin Vikas shikshan Sanstha Undale's modern college of education Malkapur Karad located at P.B.road Shastri Nagar Malkapur, Karad.Taluka- Karad District -Satara in the state of Maharashtra in India recognised by National council for teacher education and affiliated with Shivaji University Kolhapur as State public University it's weblink is www.moderneducation. org. It was established in 2008 and type of institution by gender is co-education.

Vision

To provide competent teacher for the society tomeet the challenges of 21st century.

Mission

Mission is as follows -

1. Developed competencies skills and values among teacher trainees.
2. Develop the attitude of research and extension service among teacher trainees.
3. Enable teacher trainees to adopt modern teaching learning methods.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths -

1. Infrastructure is sufficient.

2. Support of management.

3. Enrichment of curriculum according to need of students and local community.

4. Concentration on digital saksharata.

5. Continuous comprehensive evaluation.

6. Academic calendar.

7. Faculty development program

Institutional Weakness

Weaknesses. -

1. Affiliation status- Though marks are high in evaluation institution has got one year affiliation because of Principal post is vacant.

2. Institution held only one program that is B.Ed 2 year course.

3. Institution is not under 12B and 2F scheme.

4. Institution has not automated library and LMS software because of economical background of institute. .

5. Institute has lack of participation in inter colleges competitions.

6. Lack of published research article.

7.Lack of organization of state and national level seminars.

Institutional Opportunity

Opportunities

1. Institute can start M.Ed. or diploma programs.

2. Institute can start Open University courses.

3 Institute can try for permanent affiliation and go under 12B and 2F scheme.

4. Teachers can published articles and chapters to through UGC referred journals.

Institutional Challenge

Challenges

1. According to New education policy it is challenge to institute to go under cluster or multi- disciplinary stream.

2. Use of technology in teaching and learning.

3. To conduct offline state level or National level seminars and workshops.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspect-
By analysing feedback of stakeholders IQAC planned the curriculum. Through it is mandatory from affilliated University IQAC reconstructed it as per vision mission and objectives and as per location.IQAC design induction program, Bridge courses based on subject knowledge. Value added courses are design on various skill and competencies as the need of 21st century. Students are motivated to complete online courses.
There is academic flexibility in curriculum there are pedagogy subjects and electives out of these two pedagogy subjects and one elective has to choose everyone.

Teaching-learning and Evaluation

Teaching learning process -
In teaching learning process teacher adopt various teaching method such as experiential learning, participative learning, problem solving, brainstorming, blended learning, cooperative learning,mobile based learning, collaborative learning. Students are encouraged to use learning app such as swayam,E- skill India, nishtha,Guru Shala Shabas guruji, mindlister,digital saksharta and e- pathshala and Diksha etc. ICT support is used by teacher educator in various learning situation as understanding theory course practice teaching and internship institution provides explorer to students about recent developments and new education policy. There are various committees as innovation incubation and linkages, student council, Gymkhana to provide various experience to develop personality of students. various workshops are arranged. variety of assignments are given to students such as library work, field visit,hands on activity and internship. Internee has to engage in classroom teaching, co curricular activities, research work, administrating psychological test maintaining documents. criterian reference tools are used for assessment of student teacher. Institution motivated teacher educator for their professional growth. one faculty member gained. Ph.D and two faculty members engaged in Ph.D work. Grievance redressal cell internal evaluation mechanism placement cell are active and in place students satisfaction survey is collected.

Infrastructure and Learning Resources

Infrastructure and learning resources -

Institution has various physical facilities such as psychological lab, science lab ,art and craft lab, ICT lab , Gymkhana and ground for outdoor games. Seminar hall with internet facility and LCD projector is available for teaching learning. Wi-Fi facility is available. There is MOU between nearby High school Shamrao Patil junior college for sharing science lab instruments. There are campus schools as a learning laboratory for students.

 Library is as a learning resourse- Institution uses E-resources, e-journals ,e-books which are free.e-shodhganaga and e-shodhsindhu resourses are available for all. Institute aware stakeholders to take benefit from it. Efforts are made to make available with the help of MOU. With the help of internet facility and self-mobile, student and teacher educators developed e content.

 Utilizing physical ,academic and support facilities IQAC decentralizes work and developed various

departments.

Student Support and Progression

Student support and progression -

A Range of capability building and skill enhancement initiatives are undertaken by institution such as placement cell, visit to innovative schools and special schools, Institute organized workshops on writing research paper and e- content development. Institute aware students to use A-Z screen recorder and kine master to develop e -content. Institution has transparent mechanism for timely redressel of grievances such as anti-ragging, students redressel committee, women's grievance redressal committee, caste discrimination resolution committee etc. Students welfare facilities is in place such as scholarships, accident insurance. Under the guidance of placement cell students are motivated to higher education program or in teaching field.

Student council is active and engage in outreach programs, co- curricular programs. Alumnai association motivated students for curricular, outreach programs and innovations in education.

Governance, Leadership and Management

Governance leadership and management -

Governance of the institution practices decentralization and participative management 'to provide competent teacher to society to meet the challenges of the 21st century' is our vision. Concentrated on vision ,leader of the institutions forms various committees and gives them authority and responsibility . co-curricuiar/ Vivekvahini cell, social activity cell, innovation incubation centre, mentor- mentee scheme, women reddresel cell, alumni association, parent teacher association, placement cell ,gender equality cell, Think tank or staff academy etc. are active and in place. Teachers and students are undergoing through short term courses.

Institutions conduct internal and external financial audit. IQAC mechanism is active, reviews teaching learning process. Bridge courses, value added courses, workshops, webinar seminars arranged by IQAC cell.

Institutional Values and Best Practices

Institutional values and best practices.

Institute use LED bulbs to conserve energy. Institute use policy as segression of waste and sewage treatment plan. Institute has water management like rainwater harvesting ,reduce wastage and maintain cleanliness, sanitation providing pollution free healthy environment. It engage community to use bicycles and developed plastic free campus. Institute has prescribed code of conduct for students, teachers, administrators and other staff. Mentor and mentee mechanism is actively observe it.

Institutions best practices are as following-

1 Use of modern methodology.

2 continuous comprehensive co- curricular activities.

3 E-Learning courses by students.

4 Active equal opportunities cell.

5. Digital saksharata

6. 8 March Women's day for local community.

7. Awareness program about entrepreneurship.

8 Internship programs.

9 Action research work.

10. Community centered activities.

Research and Outreach Activities

Research and outreach activities
Institutions support is provided to teacher educator for research such as study leave,seed money, for publishing research papers, attending conference seminars. Internet facilities are given to teacher educators. Innovation incubation linkage centre motivated student and teachers. 17 sustainable development goal centred outreach activities are organised in school and in community collaboration with various schools and community. Students participated in various outreach activities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MODERN COLLEGE OF EDUCATION, MALAKAPUR
Address	P.B. Raod, Near Housai Kanyashala, Shashtrinagar, Malkapur Tal-Karad Dist-Satara
City	Malkapur
State	Maharashtra
Pin	415110
Website	www.moderneducation.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Patil Vanita Dhanajirao	02164-222776	8308330105	02164-226776	modern368.cl@unishivaji.ac.in
IQAC / CIQA coordinator	Khabale Jyotsna Subhash	2164-222776	8605436554	2164-226776	jyotsnakhabale@gmail.com

Status of the Institution	
Institution Status	Private

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

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Shivaji 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](#)	09-01-2008	24	

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	P.B. Raod, Near Housai Kanyashala, Shashtrinagar, Malkapur Tal-Karad Dist-Satara	Semi-urban	0.39	2596.37

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education	24	GRADUATION	Marathi	55	54

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				9			
Recruited	0	0	0	0	0	0	0	0	3	5	0	8
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9
Recruited	3	1	0	4
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

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

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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	1	0	2
UG	0	0	0	0	0	0	0	0	0	0

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

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

09-09-2023 12:47:59

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	11	0	0	0	11
	Female	96	0	0	0	96
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	1	0	0
	Female	9	5	3	2
	Others	0	0	0	0
ST	Male	0	0	2	0
	Female	0	0	4	0
	Others	0	0	0	0
OBC	Male	2	2	0	1
	Female	5	8	0	9
	Others	0	0	0	0
General	Male	0	2	4	1
	Female	34	37	25	36
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		53	55	38	49

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	'To provide competence teacher for the society to meet the challenges of 21st century' is our vision. An approach to curriculum integration which focuses primarily on the different disciplines and the diverse

	perspectives, they bring to illustrate a topic, theme or issue is called multi-disciplinary. In multi-disciplinary curriculum multiple disciplines are used to study the same topic. Students get opportunity to choose their subject, courses and programs from different institutes. Students can discover their interest during teaching and learning journey, it enable students to crave their own path. NEP 2020 calls for structural changes, regulatory reforms and introduction of holistic and multi-disciplinary curriculum. In order to fulfill the objectives of NEP, our college drafts a road map for incorporating the features of NEP 2020. A discussion among management, principal and head of department is arranged to understand the draft and different aspects of NEP. Institute organized guest lecture on NEP 2020 for students. Institute decided to transform institute in multi curriculum approach. Faculty members are participated in various online webinars and offline workshops on policy 2020.
2. Academic bank of credits (ABC):	ABC will allow students to take courses as per their vocational, professional and intellectual requirements. Institute guide students to register himself on ABC. There is no facility for registering on ABC for B.Ed. colleges on University portal.
3. Skill development:	'Develop competencies, skills and values among teacher training' is our one of the mission. Government introduced Pradhanmantri Kaushala Vikas Yojana and Mukhyamantri Kaushalya Vikas Yojana. We motivate students to take part in various skills courses. Students are engaged in online skill oriented, value added courses on swayam portal and other portals such as skill India, e-skill India, Guru Shala, e- learning app, mind luster etc. To understand vocational education, institution has conducted discussion session among vocational courses. Institute develop syllabus on some vocational subjects such as candle making, tie and die, chalk making ,soap making ,art and craft, drawing, painting and tailoring etc. We are exploring the vocational courses useful as local need.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	'Indian knowledge system' is an innovative cell under the ministry of education at AICTE New Delhi. It will actively engage for spreading the reach heritage of our country and traditional knowledge in the field of arts and literature, agriculture, basic

	sciences, engineering and technology, architecture, management. Modern College of education celebrates Hindi Divas, Guru Purnima and other days as per calendar. Students are motivated to get knowledge through various online courses. MCE also give information through some courses of B.Ed. syllabus. MCE conduct some co -curricular activities.
5. Focus on Outcome based education (OBE):	MCE has adopted outcome best education system for B.Ed. program. Appropriate learning experience are designed and deliver to facilitated attainment of stated learning outcomes. B.Ed. course is design with outcome Centre on cognitive abilities namely remembering, understanding applying analysing, evaluating and creating.
6. Distance education/online education:	The national education policy 2020 propagates that HEL s that fulfill stipulated criteria should offer ODL and online programs so as to reach out to geographically and social economically disadvantages groups. Due to covid-19 pandemic, institutions has increasingly involved in using digital platforms for engaging classes and meetings. Institute has successfully imparted its course content delivery in online mode during the pandemic Covid -19 also conducted online examinations. Institute motivate students to enhance their knowledge and professional skills.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	YES
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under	VOTING AWARENESS PROGRAM

privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	STREET PLAY
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	YES

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
107	106	91	84	77

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	55	55	50	50

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

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	25	25	25

File Description	Document
Institutional data in prescribed format	[View Document](#)
Central / State Govt. reservation policy for adm	[View Document](#)

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	53	36	46	28
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..

2022-23	2021-22	2020-21	2019-20	2018-19
53	53	36	46	28
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..

2022-23	2021-22	2020-21	2019-20	2018-19
54	53	55	38	49
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..

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	6	6	7

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

2.2

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

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

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.17	4.14	4.026	6.22	4.22

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

3.2

Number of Computers in the institution for academic purposes..

Response: 10

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:

1. **Academic Calendar**- The academic calendar for the entire year is prepared by the institution as per syllabus of the affiliated university. In it, the required duration for each event has been given. Also considering all aspects like examination, holidays, and the academic calendar for the first and second year.

2. **Practical work**- While planning the practical work, it is discussed in the faculty advisory meeting. As per discussion of all faculty members and based on last year feedback, additions have been made where necessary for practical work.

For Eg. ICT & ABL workshop arrange in institution as per need.

3. **Use of modern technology**- Workshop is organized on modern technologies such as Creating Google Forms, Google Classroom, creating Blog etc.

4**. Bridge Course**- Bridge courses is organized to bridge two semesters together. These bridge courses is taken after each semester.

5. **Induction Program** –Institution organizes workshop on Induction Programme. Vision, Missions of the institution, Rules and regulations and professional ethics are introduced to student- teacher.

6. Value added courses- Institution organizes value added courses for student-teacher such as- Soft skills, school management, peace Education and library management.

7. Online courses- Student-teachers are engaged in different online courses for development of teaching skills and competencies. Follow up is taken by faculty member time to time. Eg. Swayam, e-learning college, mind luster.

8. Research article workshop- Institute organize workshop on How to write research article.

File Description	Document
Plan developed for the last completed academic year	[View Document](#)
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	[View Document](#)

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: B. Any 4 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	[View Document](#)
List of persons who participated in the process of in-house curriculum planning	[View Document](#)
Data as per Data Template	[View Document](#)
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	[View Document](#)

1.1.3

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

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)

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: 18.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	2	4	1

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	14	14	14	14

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
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: 1.8

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[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: 87.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
63	87	91	82	83

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: A. All of the above

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

1.2.5

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

Response: 20.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
44	25	25	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

1. A fundamental or coherent understanding of the field of teacher education

2. Procedural knowledge that creates teachers for different levels of school education skills that are specific to ones chosen specialization

3. Capability to extrapolate from what one has learnt and apply acquired competencies

4 Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

1.Fundamental or coherent understanding-

Following courses are included in B. Ed syllabus.

1.Childhood and growing up,

2.Contemporary India and education,

3. Learning and teaching,

4.Gender, School and society,

5. lnclusive education ,

Through these courses different skills and competencies of students are developed.Student do experiments related to science and psychology with the help of psychological test. Different concepts of student teacher are clear related to the course. Various practical's and sessional work is given related to

each course.

2. **Procedural Knowledge for chosen specialization**- Different skills are provided by institution for developing teaching competencies for primary, secondary and higher secondary level. Graduate students are appeared for primary and secondary level. They can give exam of TET & TAIT and eligible for service. PG students are eligible for higher secondary level. Teaching skills, evaluation skills, research skills, communication skills, social skills, modern techniques in ICT are developed through this.

3. **Capacity Development** – Different competencies of student teacher are developed through programs and activities such as.

EPC 1- Reading and reflecting on text

EPC 2- Drama and Art in Education

EPC 3- Critical Understanding of ICT

EPC 4- Understanding the Self

Educational tour, Project Related to community experience, Internship,

Field visits etc.

4. **Skills and competencies development**

i. **Emotional Intelligence**- Social awareness programs are arranged to find out the problems in the society. Ex. Street play, performances and educational awareness programs etc.

ii. **Problem solving** - There are various difficulties while working in the field of Education, so the trainee try to solve that difficulties with help of Problem solving.

iii. **Collaboration** - Various programs are arranged by the institution such as- Internship programs, cultural programs, develop communication and cooperative skills. Student teacher work collaboratively for these programs.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an

international and comparative perspective.

Response:

1) Development of school system-

The curriculum cover the theoretical aspects exhaustively, The programs gives a board perspective of various boards such as, Maharashtra state board secondary & higher secondary school Education, Central board of secondary Education, International school, Community school, Rural & Urban area school, Army school, Residential school, Ashramshala, Inclusive school & Special school etc.

2) Functioning of various boards of school Education-

There is a theoretical paper – Contemporary India and Education, knowledge and curriculum part-1, Understanding discipline and school subjects of the B.Ed. curriculum. The prescribed paper familiarizes the pupil teachers with the concept, meanings and importance of equity and diversity. Besides it focuses on the education and social diversity. Similarly the paper on learning and teaching understand the theoretical frames of psychology for Learning and teaching Development task of the different stages.

3) Functional differences among them-

A) Field Experiences, Innovative School Visit & Internship- Modern College of Education provides an opportunity to apply and practice the theoretical aspects in a real-life situation through field experiences and internship.

B) Cultural Activities- Different activities in the curriculum for student- teachers to understand the role of diversity and equity in teaching-learning process. A required an understanding of the concept of multiculturalism and values of respecting different cultures promotes the idea of respecting diversity through EPC-2 (Art and drama in education) and various cultural programs.

C) Revealed interview- One-day state-level webinar was organized in the college on the occasion of Gurupurnima to introduce the children with special needs in the society. In that Webinar a revealing interview was taken of Sheikh Razzak (Special Teacher, Satara Panchayat Samiti,) and (Blind Student) Aditi Chivate (B.A. History).

4) Assessment Systems: The various forms of assessment of different boards. Credit based evaluation, open-book examination, and design of rubrics for CCE models are introduced in course 'Assessment for learning'.

5) Norms and Standards: Students are familiarized with the global norms and standards for teaching and evaluation. Academic standards for teaching – learning – evaluation are articulated and revised as per the suitability of local context. Changes in teaching methods, rubrics, blueprint, question banks, achievement test are all familiarized as per the functional differences.

6) State-wise Variations: The student teachers are exposed to different pedagogical practices of boards in schools during the internship, trained to formulate subject specific academic standards and learning

outcomes.

7) An International and Comparative Perspective: Western vs. Indian thinkers, their ideologies and approaches are included in the syllabus of contemporary India and Education, knowledge curriculum part-1 and Learning and Teaching to acquaint the student teachers to understand the foundations, functions and forms of different boards.

Provision for in-house transaction of curriculum deliberately permeates to the local background realities to study type of schools, learning styles, and the diversified requirements of the State. Some of the issues emerged from case studies, Survey, Student Profile and action research are familiarized with students.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Action plan indicating the way students are familiarized with the diversities in Indian school systems	[View Document](#)

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:

Professional Approach:

Modern College of Education Malkapur karad follows the curriculum to provide Various experiences to the students. In order to achieve this aim students are given professional training in teaching by the following Ways:

Guest lectures:

The college organizes guest lectures by various dignitaries and provides guidance regarding the positivity and skill development of the teaching profession.

Webinars:

Various webinars are organized in the college to get information about teaching professions and to increase professional qualifications. Along with this, an opportunity was provided to participate in the webinar organized by the Institute with MOU.

Swayam course:

Institution has provided with the opportunity to take admission in various courses to build professional skills with the help of Swayam portal recommended by UGC and Govt. through university level.

Cultural program:

Under the guidance of cultural department trainees are helped to develop professional skills such as-planning, organizing, self-confidence.

Teaching methods:

Various teaching methods are used in teaching –learning process to develop professional   skills to the trainees.

Rresearch attitude :

For building research attitude, there are so many activities such as- use of psychological tests, case studies, action research workshops.

Practicals-:

With the help of following practicals student-teacher develop their professional skills

1. Micro Teaching 2. Simulation Teaching 3. Practice Lessons 4. School Experience Program 5.EPC 6. Teaching Aids 7. Various assignments 8. Projects etc.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: C. Any 3 of the above

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

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

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

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: 93.71

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

2.1.2

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

Response: 52.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	19	16	9	12

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

2.1.3

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

Response: 6.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	4	5	0	0

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

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:

Following academic support provided by institution to students according to their different learning needs and their level of readiness to undergrown professional education program**.**

1) Diversity in subjects at Graduate level - There are students of arts, commerce, science and computer science. Some students completed their master degree and some completed their graduation degree. Institution provide material according to students..

2) Self Report form - Institution identifies and understands different needs of every student-teacher at entry level. Related information of Student-Teacher is collected by Google-Form.

3) Rural and Urban students - Some students are from rural area and some from urban area. The needs of students are also different, so institution guide the students as need of learner.

4) Diversity in medium of learning - Some students are from Marathi medium, some are from semi

English medium and some are from English medium so their learning ability and needs are also different. Institution guide and counselling them as per their need and ability.

5) Interview - Institution and faculty members arranged interview of students. Institution understand the skills and hobbies of students. Faculty members guide the students properly.

6) Diagnostic test – Institute organizes diagnostic test of every subject at the entry level. Faculty member understood content knowledge of the student and guides them properly.

7) Scholarship guidance with the help of equal opportunity cell - Equal opportunity cell give detail information about different types of scholarship provided by government. Students understand about scholarship in detail.

8) Mentor mentee scheme – Attend the meeting regularly as informed during the schedule by the mentor. Mentor provide the right information regarding the academic and non -academic activities. Mentee seek guidance whenever required.

9) Guidance and counselling - Each faculty member guides students at the period of Guidance counselling. Student understand their needs and work properly for further education.

10) Induction program - At the entry level induction program is arranged. Visions and missions are introduced in it. Objectives are tells in it. Syllabus and practicals are discussed.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document

2.2.2

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

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

7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 26.75

2.2.4.1 **Number of mentors in the Institution**

Response: 4

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

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 Institute Focuses on the student centric methods for enhancing lifelong learning skills of students. To enhance student in involvement as a part of participative learning and problem solving methodology. Role plays, Team works, Debates, Seminar, Quizzes and case studies./ Specifically student's centric Learning methods are reflected in project work, field visit, small group work and poster presentations. Specifically the students centric methodology include-

1) Experiential learning.

1.1-project work-Project work is organized in two phases.

a) Individually work.

b) Group project work.

Such as- Preparing Teaching aids, art & craft activities, community service activities, research project, Internship in school.,

1.2 Field visits- -Faculty identifies and arranges academically significant field visits and surveys.

Such as-visit to innovative schools, Inclusive school, cold storage, Small industries in local areas/visit to primary, secondary & higher secondary level schools in local and urban areas. Such as-Marathi, English &Urdu medium Schools, Special school, CBSE boar school & State board.

1.3- Participation in competition at various level for real time experience

 Students are encouraged to participated at university level also competition.

1.4-simulated learning- College gives simulated learning experience, micro teaching simulation, Models of teaching Such as- Teaching skills, simulated practice lessons & Psychological test experiment-&-Administration and experiment.

2) Participative learning-

2.1-Seminar-

All faculty organizes seminars students are encouraged to participate in seminars to Communicate their knowledge and skills.

2.2-Team work

- All departments organize student's activities to promote the spirit of team work such as cultural programs, community service programs.

2.3-Group work

College organizes various workshops under the guidance of faculty.

Such as-cultural programs. Community oriented programs.

2.4- panel discussion

All subject teachers organize the panel discussion time to time as per Course Syllabus.

2.6-Poster presentation

Institute are also organized poster presentation in various social issues and students are encouraged to participate at poster presentation. Such as- Environment day, Biodiversity.

3) Problem solving methodology-

3.1-Case studies- Case study method is adopted in teaching learning process to make the students active in logical thinking and practical knowledge for develop problem solving ability. This is commonly adopted in childhood & growing up courses as well as sessional work & Internship Program etc.

3.2- Discussion- Institute follows the discussion method in many of the subjects as it makes the students to think wide and participate in coming up with the opinions and suggestions to check their current knowledge..

3.3-Quizzes- -quizzes are conducted by teachers in various programs.

3.4-Action Research- Action research workshop conducted under the guidance of faculty where the students choose different problems for action research with the help teachers guidance, student promote their research aptitude.

4.- Brain storming- Topics for community service were decided using brain storming method

5. Group Discussion- Every professor uses group discussion method in teaching in his subject

6. Online Mode- Teacher-Educator use to various online mode in pandemic situation. Such as-Google meet, zoom, A-z recorder, screen recorder, Google forms & what Sapp.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[View Document]()
Link for additional information	[View Document]()

2.3.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	6	6	7

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: 99.07

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: 106

File Description	Document
Programme wise list of students using ICT support	[View 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: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Data as per Data Template	View Document

2.3.5

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

Response:

1.Working in Teams-

Student teacher do various activities in teams such as Visit to innovative school center, co-curricular activities, and internship program, , committee work, students works collaboratively .They discuss with each other and working in groups.

2. Dealing with student diversity-

There are different faculty students of acts commerce science and computer science faculty. Some student completed master degree. According to this Google forms and interview are used to find diversity among trainees. t According to the ability of the students, seminar, panel discussion, group discussion, project work are used as advanced teaching methods. Also, various competitions are organized to give scope to the talents/abilities among them. And for that they are given proper guidance.

3. Conduct of self with colleagues and authorities-

Vision mission are introduced in induction program. The code of conduct of the teachers is explained to the trainees through the induction program. Information is also given about professional ethics, values ??etc.

4. Balance in home and work stress -

Work is planned according to Academic calendar.Yoga meditation is organized for stress management

and students are guided under Mentor and Mentee scheme Problem solving method is used for stress management .

5. Keeping oneself abreast with recent developments in education and life

Teacher educator use modern methods such as blended learning ,seminar, panel discussion ,group discussion, use of multimedia etc. Information is given related to CCE.

6.Mentor - Mentee scheme- In this scheme, a student is adopted to the faculty for two years. They try to solve the various problems he faces together. These problems are not only academic, but also personal, mental, and physical in nature. Guidance and counseling is done from time to time to solve the problem.

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

2.3.6

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

1.   **Special lectures by experts**

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

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

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

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

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

Response: C. Any 3 of the above

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

2.3.7

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

Response:

The curriculum of B. Ed designed for develop the creativity, innovation, intellectual and thinking skills, empathy, life skills etc. of the trainees. Our main focus is student centered learning. Institution follows the experiential learning with the help of following methods.

1. Experiential learning-

A. Research:

Psychological test, Sessional Work, Case Study, social service, cultural programs, action research, etc. student adopting a research attitude based on this component.

B. Case Study Method:

In practical there is sessional work of case study. In that activity different students are observed and criticizes by student-teacher. According to need of students guidance is given to them. In Internship there is activity of case study.

C. Presentations:

Institutions organizes various programmes. These program are planned by student-teachers. Planning, management, organisation, co-operation, leadership etc. skills are developed through program.

D. Collaborative Learning:

Various practicals are done in groups The Students work in peers and Groups.

Collaboration skill is developed.

E. Guest lecturer.-

Guest lectures are organized in institution on new trends in education. Student-teacher aware about changing role of teacher in present situation.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: C. Any 4 or 5 of the above

File Description	Document
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

2.4.2

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: C. Any 4 or 5 of the above

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

2.4.3

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

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

Response: C. Any 2 of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	[View Document](#)
Data as per Data Template	[View Document](#)

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: B. Any 3 or 4 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	[View Document](#)
Documents showing the different activities for evolving indicated assessment tools	[View Document](#)
Data as per Data Template	[View Document](#)

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: B. Any 4 of the above

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

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: B. Any 4 of the above

File Description	Document
Report of the events organized	[View Document](#)
Photographs with caption and date wherever possible	[View 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: B. Any 3 of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

1) Selection/identification of schools for internship- Modern college of Education follows the curriculum prescribed by shivaji university Kolhapur for B.Ed. course Internship practicum under this course enables student teachers to develop their commitment to the development of schools and society while adapting to the teaching profession. College selects schools within 25 kilometres of Satara district to complete the inter-residential demonstration. Ten to twelve student-teachers are included in each school. Municipal schools as well as secondary schools are included while selecting schools.

While selecting the Nagar Parishad schools, the Head of the school is contacted after taking the approval of the Administrative Officer. Each school given a letter to make the school available. In this manner schools are selected for inter-school placements.

2) Orientation to school principal/teachers- In the colleges, a consultation meeting of the principals, contact teachers of the schools selected for the internship is organized by the internship department. In that consultation meeting, the objectives, nature, total duration, procedure and evaluation method of the

internship are discussed.

3) Orientation to students going for internship- Student teacher groups are formed prior to the actual internship. A week before the internship, necessary preparations are made by the intern department in the college. In the introduction, detailed instructions are given to the student-teachers about overall responsibility, work, observations, overall practice lessons to be taken, records, evaluation etc.

4) Defining role of teachers of the institution-

After formation of student-teacher groups for the internship, a mentor faculty member is selected for each group. The roles to be played by the mentoring faculty are explained by the intern department. It provides information about completing all the work of the student teachers, keeping" records on time, providing accurate guidance, recording feedback in note books, viewing attendance sheet, granting leave, giving reimbursement, giving instructions, providing help, conducting transparent evaluation etc. Also information is given that the guide professors have to fulfil the role of co-ordination between college-principal, school-principal and Co-ordinator.

5) Streamlining modes of assessment of student performance-

There is Internship of 325 Marks. These marks are divided into13 credit points as determined by Shivaji University Board of Studies. During the evaluation, a mark sheet is prepared for each section. The marks are made by considering the reports prepared by the student teachers and their actual participation. After scoring, it is certified with the signature of the guiding professor and given a final form, it is handed over to the Internship Department.

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

2.4.9

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

Response: 13.25

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

Response: 4

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

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
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Modern college of education provides various activities and programs during internship for develop students skills. College take many activities during internship.

Monitoring mechanism- All teachers monitors to the group for develop their skill as a teacher. Teacher give proper guidance to all students during internship. Students have to write reflective diary daily.

Role of teacher educator- Teacher educator helps students for developing their teaching skill during

internship. Teacher plays role of observer, facilitator Evaluator and coordinator.

School principal – As per institute request he permits to conduct the Internship. School principal made available there teachres as a contact person. He explains duties and respansbilities of Head of the School to Student-Teacher.

School teachers - School teachers guide students during internship. Also they give information about year plan, unit plan and about other activities. They helps students organizing various co-curricular activities.

Peers- Peer discussed with each other. They co-operates each other. Collaborative work is done by them.

In this way modern college of education, Karad organizes many programs during the internship.

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

2.4.12

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

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

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

Response: B. Any 4 of the above

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

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: D. Any 1 or 2 of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 94.29

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

2.5.2

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

Response: 15.15

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

Response: 1

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

2.5.3

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

Response: 5.14

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

Response: 36

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Various programs are organized in the college to keep the teachers updated, benefiting both the student teachers and students. These programs include:

1. Think Tank:

Through the Think Tank program, professors explore new concepts and share them through videos. They obtain information from YouTube and engage in discussions among the staff regarding topics such as Sustainable Development, Goal Development, Advanced Teaching Methods, Participant Learning, Multimedia News, Mobile Learning, Education Games, etc.

2. Participation in Seminars and Workshops:

Faculty members actively participate in conferences and workshops conducted by various colleges. They engage in academic audits, study synchronous and asynchronous learning, digital management, Provisional Accreditation for Colleges, and topics like the New Education Policy, E-Skill India, Start-Up India, and renowned Indian scientist Edison Dr. Sankar Abaso Bhise, among others.

3. Online Courses:

Professors update their knowledge through various online courses, including SWAYAM, workshops on Research Articles, and Blog Creation. They also engage in ICT-based online courses.

4. Organization of Webinars:

The college organizes various webinars, including state-level webinars featuring speakers like Shri. Uddav Bhandari on ERP, Shri. Rahul Marathe on Self Identity, Ms. Aditi Chivate on Special Child Experience Narration, Dr. Patil B. D. on Education for Peace and Teachers, and Sri. Prakhar Singh on Intellectual Property Rights (IPR), etc.

Through these initiatives, the college ensures that its faculty members stay updated with the latest developments in their respective fields, enhancing the overall teaching and learning experience within the institution.

File Description	Document
Documentary evidence to support the claims	[View Document](#)

2.6 Evaluation Process

2.6.1

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

Response:

Modern College of Education Malkapur runs through a well placed mechanism and adopts those rules, regulations and policies which further contribute to Continuous and Comprehensive evaluation of students throughout the session.

MCE has adopted the following measures to maintain the quality of Internal Assessment-

1. Students' attendance is reviewed periodically and the students, reporting shortfalls, are informed.
2. Under the formative approaches teachers generally assign marks or grades to the students on their assignments, practicals, co-curricular activities and their regularity in the classroom is being monitored.
3. The records of the students are maintained by the faculty and they are assessed on the basis of their performance in curricular as well as co-curricular activities.
4. Internal assessment is done for all students as per the university criteria.
5. The faculty is personally involved to help the students to prepare the assignments Corrections and modifications are constantly done.

A variety of measures are adopted to ensure rigor of the internal assessment –

1. Internal Exams-Internal examination is held at the end of each Semester. The college conduct the Internal Examination regular and timely. The result is declared time to time.

2. Assignments, Presentations and Activities-Teachers are given different practicals for evaluation. Students are encouraged to participate in interactive sessions, group discussions, PowerPoint presentations, projects and assignments.

3. Theory/Practicum-

Faculty member give opportunities to Student-teachers to apply the theoretical concepts with the help of presenting seminar, group discussion, case study etc. Curriculum has enough opportunities to enhance skills through Practical Sessions planned in - EPC-1,EPC-2,EPC-3,EPC-4 and practice teaching planned in- Micro-teaching, Simulation teaching & Models of teaching, Internship etc.

4. Individual needs-

According to individual needs of the students, sometimes personalized and individual guidance is provided, especially for students who face difficulty in learning. Remedial classes are also offered in various subjects to provide additional help.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

File Description	Document
Details of provisions for improvement and bi-lingual answering	[View Document](#)
Copy of university regulation on internal evaluation for teacher education	[View Document](#)
Any other relevant information	[View Document](#)

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

In B.Ed. syllabus there are 2400 marks for evaluation.Two methods are used for evaluation formative & summative.

Induction Programme -

Institution organises induction program for introduction of syllabus practicals and evaluation process. It also gives an idea of ??how the evaluation process will be done. The rules and regulations of Shivaji university, Kolhapur are stated in induction program.

Evaluation of practical work-

There are practicals related course . Each practical has criteria for evaluation.

This criteria is explained by faculty members. Some criterias are created by faculty members.

College Level Examination - Institution conduted tutorial and internal exam for each sem. Result declared by institution on notice board. Problems related to these exams are solved by evaluation committee time to time.

Oral Examination-

As per university rules, the viva is arranged in each semester. There are internal and external examiners for this viva.

Formative evaluation-

Internal evaluation throughout four semester is done. For each session cumulative record is done. Evaluation is done as per given criteria for each practical.

Summative Evaluation

The examination is conducted as per the university schedule. For that, papers are provided by SRPD

system. Two examiners are appointed an external examiner and internal examiner by the university. The examination is conducted in the presence of both.The internal squad of the college is also functioning.

Annual Examination Evaluation

If there is a complaint in the annual examination evaluation, the trainees are guided for recheck or re-evaluation. And the professor helps them by rechecking the photocopies.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)

2.6.4

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

Response:

Before the commencement of each semester notifies an academic calendar for B.Ed. programs which contain the date of commencement last working day of the semester.

The Institution prepares the semester wise Academic calendar as per the guidelines of the university.

Institution calendar of events include details like the total number of working days. Evaluation committee prepare plan for evaluation.

Internal Assessment, tutorials, workshops, EPC, Field visit, Internship, Theoretical, and co- curricular activities are part of Internal Evaluation of student-teachers.

There as a well-defined process for the conduct of continuous Internal Evaluation as per the calendar of events.

The course instructors prepared internal exam question paper based on the syllabus.Mark sheets for the evaluation are provided by the department.

Evaluation is done by direct participation of trainees, reports, presentation etc. A period of one week is given to submit the internal evaluation mark sheets to the department.

At the end of the each semester the marks of the continuous internal evaluation are aggregated and sent to the university.

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:

Institution follows the outcome-based education; hence the Program Learning outcomes (PLOs) and Course Learning outcomes (CLOs) are aligned with the vision and mission of Modern college of Education Malkapur. MCE focuses on development of student-teacher by imparting quality Education and discipline. Students would get opportunities to participate in various co-curricular activities in the campus.

Programme Learning outcomes and Course Learning Outcomes:

The student teachers will be able to-

1. To promote capabilities for including national values and goals as enshrined in the constitution of India.
2. To prepare professionally competent teacher to perform their roles as a teacher at secondary and higher secondary stage.
3. Develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds.
4. Appreciate that all teaching is directed at learning, and that the learner is at the heart of teaching.
5. Analyse teaching in diverse classroom.
6. Be familiar with theoretical issues, and to develop competence in analysing current school practices and coming up with appropriate alternatives.
7. Reflect on the nature and role of disciplinary knowledge in the school curriculum.
8. Understand the epistemological and pedagogical bases of their own chosen school subject.
9. Identify various dimensions of the curriculum and their relationship with the aims of Education
10. Explore diverse methods and tools of assessing an array of learning performance outcomes of diverse learners.
11. Bring about an understanding of the cultures, policies and practices that need to be addressed in order to create an inclusive school.
12. Interpret and adapt ICTs in line with educational aims and principles.
13. Gain experience with the child, the community and the school through the school engagement and school internship programme.
14. To Scope with national and international demands in the school Context.

CLO's are developed in student-teacher through all courses.

Such as-

1. Apply constructivist and co-operative learning principles for teaching-learning process.
2. Analyze contexts and the relationship between school curriculum, policy and learning.
3. Apply knowledge of the cultures, policies and practices that need to create an inclusive school-Course-9
4. Use information and communication technology for enhancing learning-teaching process- EPC- 3
5. Use drama and art for development of personality of learners- EPC-2
6. Relate knowledge about gender, school and society with learning- Course-8
7. Develop professional attitude towards teaching.

Modern college of Education framework for the Program Learning Outcome (PLOs) and Course Learning Outcome (CLOs)

- Newly recruited staff members are briefed on the Program Outcomes and the Course Outcomes.
- The Program Learning Outcome (PLOs), Course Learning Outcome (CLOs) of all courses/programs are made available on the website.
- Program Learning Outcomes and Course Learning Outcomes are discussed with the students at the time of orientation in induction program.

Bridge Courses help to clear PLOs and CLOs of each course in the beginning of each semester.

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

2.7.2

Average pass percentage of students during the last five years

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	53	36	46	28

File Description	Document
Result sheet for each year received from the Affiliating University	View 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:

Following are some tools and practicals for students' development and progress during course

1) PLO- Regarding the course there are 18 PLO.

2) CLO- There are 10 course regarding to B.Ed. syllabus CLO are include every course.

3) Practicum courses- There are 4 semester of B.Ed. syllabus. In these courses there are practical related to PLO and CLO. Institute recorded students' progress in transcript.

4) Internal assessment- Institution arrange internal assessment for students in each semester. Internal exam is arranged at the mid –term. As per students' progress teacher guide students.

5) Continuous comprehensive evaluation-Teacher evaluate students by CCE. Various workshops are arranged as per academic calendar and teacher evaluate students by it.

6) Theory- Following is theory work for students.

a) Sessional work- Sessional work is given for every subject. Students do that sessional work properly.

b) Assignment- Teacher gives three questions on course and then one question is given for tutorial. Marks are given time to time.

7) Guidance and Counselling - Teacher guides to students for theory and practical. Teacher tells criteria of every practical to student.

a) Personal guidance - Personal guidance given to each student and help them in their study. Student ask faculty member about their problems and take solution from guide.

b) Group guidance - Subject teacher guide students in group and solve the problems of students and understand difficulties of students.

c) Mentor mentee – Student attend the meeting regularly as informed during the schedule by the mentor. Mentor provide the right information regarding the academic and non -academic activities. Mentee seek guidance whenever required.

9) Viva- Viva is done including students total performance in the semester and marks are given as per performance. Internal and External examiner examines the students.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View Document](#)

2.7.4

Performance of outgoing students in internal assessment

Response: 100

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

Response: 53

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

2.7.5

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

Response:

Following are various assessment task according to learning needs of students from semester first to semester fourth.

1) Diagnostic test- Institute organizes diagnostic test of every subject at the entry level. Faculty member understood subject knowledge of the student and guides them properly.

4) Micro teaching- Institution has arranged workshop on micro-teaching. All teaching skills related to lesson are introduced in it.Teacher gives demo on every skill.

5) Preparation of teaching aids- There is workshop on preparing teaching aids. Faculty members guides students about preparing teaching aids. Faculty members give demo about creating teaching aids. Student prepare teaching aids related to their method.

6) School visits- There is practical for school visit. Students visit different schools in groups and they get information about school organization, management and administration.

7) Simulation teaching- Institution arranged workshop on simulation teaching. Student get experience of classroom teaching.

8) Book analysis-Faculty members ask students to read various books in library and give assignment on it. Analysis skill is developed through it.

9) EPC- There is EPC Course (Enhancement Professional Capacities) for students. There are various activities for students in EPC1, EPC2, EPC3, EPC4. With help of that students improve their professional capacities.

10) Internship- In sem second and third there is internship for students. Students understand rules and regulation of schools. They know about school management, teaching skills and develop their planning skill.

11) ICT Skill- Students teach lessons with help of ICT. They prepared PPT with the help of multimedia.

These assessment tasks for students are arranged in institution.

File Description	Document
Documentary evidence in respect to claim	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.85

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.2

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

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

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Data as per Data Template	[View Document](#)

3.1.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.10	0	0	0	0

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

3.1.3

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

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

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

Response: B. Any 3 of the above

File Description	Document
Sanction letters of award of incentives	[View Document](#)
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	[View 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: B. Any 3 of the above

File Description	Document
Documentary evidences in support of the claims for each effort	[View Document](#)

3.2 Research Publications

3.2.1

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

Response: 0.15

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

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

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/content page of the journals in which articles are published	[View Document](#)
Data as per Data Template	[View Document](#)

3.2.2

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

Response: 0

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

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

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	[View Document](#)
Data as per Data Template	[View Document](#)

3.3 Outreach Activities

3.3.1

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

Response: 1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	2	1	1

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

3.3.2

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

Response: 46.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	53	36	46	28

File Description	Document
Event-wise newspaper clippings / videos / photographs with captions and dates	[View Document](#)

3.3.3

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
107	106	91	84	77

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	[View 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:

Various activities are conducted in the college to sensitize students about social issues.

Social Service Activities:

In order to create awareness about the prevalent problems in the society. Social awareness is created through street play, Videos of street plays are broadcasted on YouTube channel.

Blood Donation Camp Participation:

The trainees of the college participated directly in the blood donation camp conducted by Na. Anandrao chavan vidyalaya Malkapur through school internship.

Seed ball Purchas and planting:

With the help of MOU Prerana Divyang Association and MCE produced seed balls and planted them in the rainy season on Agashiv hills near college.

Street plays and rallies regarding voting awareness:

In order to create voting awareness, a rally was organized by student-teacher around the institution premises. In internship student-teacher aware society about voting.

Village Cleanliness Mission:

During the school internship, the trainees of the college conducted village cleanliness.

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)
Relevant documentary evidence for the claim	[View Document](#)

3.3.5

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[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: 43.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	53	36	46	28

File Description	Document
Report of each linkage along with videos/ photographs	[View Document](#)
Data as per Data Template	[View Document](#)

3.4.2

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

Response: 18

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

Response: 18

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[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
Report of each activities with seal and signature of the Principal	[View 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:

  The institution is well-equipped with a variety of facilities for effective teaching and learning, encompassing classrooms, laboratories, sports fields, fitness center equipment, computer facilities, a sports complex, etc., meeting the minimum requirements specified by NCTE.

The college provides the following physical facilities:

1. **Lecture halls**: Two spacious lecture halls are available for first and second-year trainees. The larger hall spans 1000 square feet and can comfortably accommodate up to 100 students, while the other covers 500 square feet and seats 55 students. Both lecture halls are furnished with wooden desks and equipped with essential amenities like tables, dice, fans, lights, LCD projectors, and screens.

2. **Multipurpose halls**: 1500 square feet with platform.

3. **Method rooms**: The college offers method rooms, each occupying 500 square feet.

4. **Principal Room**: 250 square feet with furniture.

5. **Administrative Office** : Computerized office of 250 square feet with furniture.

6. **Staff Room**: 500 square feet with cubical .

7. **Library:** The college library, covering an area of 500 square feet, houses an extensive collection of reference books, magazines, textbooks, dictionaries, and other reading materials.

8. **Student Reading Room**: 500 square feet with table & chairs.

9. **Teacher Reading Room**: The reading room for professors covers 200 square feet and can comfortably seat up to 7 faculty members.

10. **Science Lab**: The well-equipped science lab provides all the necessary materials   for experiments from Class V to X.

11. **Psychological Lab:** The Psychological lab offers various Psychological tests and test materials.

12. **Computer Lab:** Institution has computer lab with 10 computers, two printers with scanners, and one laptop.

13 **Gymkhana:** Institution has Gymkhana. Sports equipment's are there in it. Students play indoor games in Gymkhana

14. **Strong Room**: 500 square feet with cupboard.

15. **Ladies' Room**: 250 square feet with bed.

16. **Boys' Room**: 250 square feet with bed

17. **Drinking Water** : 24/7 scheme of Malkapur municipality

18. **Washrooms for Ladies and Gents**: Washrooms are available with plenty water.

The lecture halls cater to varying seating capacities, providing an ideal environment for effective teaching and learning. The method rooms, science lab, psychological lab, and computer lab are thoughtfully designed to meet specific educational needs. Additionally, the college library and reading rooms offer comfortable spaces for students' study and research.

Furthermore, the college ensures access to a wide range of sports materials for both outdoor and indoor games, including Skipping, Throw ball, chess sets, carom boards, and playing cards.

File Description	Document
Link for additional information	View Document

4.1.2

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

Response: 33.33

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

Response: 2

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

Response: 6

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document

4.1.3

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

Response: 2.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.07	0.13	0.00	0.17	0.16

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document

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:

Library Facilities :

The library is located in a second floor of college building. Library have separate halls for study and collection of books. The library having 6869 total books including references and text books. The books are classified according to Dewey Decimal classification scheme and open access system is followed for easy search and retrieval purposes.

Following facilities are available in the library

Periodical section :

Reading hall with Wi-Fi facility for Students and Teachers separately:

References :

College library provides access to all reference collections including encyclopaedia, year books, dictionaries, atlas, competition exam books and reports etc. all these reference books are for consultation

only.

Book bank facility :

Current awareness services :

New arrival display service :

Question Bank :

Inter library loan service :

Library Automation :

The library of our institution has been partially automated during the year. Online integration and issuing of books by using software will be carried out from the next semester.

Name of ILMS software – KOHA (open access software)

Version – 22.11.7

Year of automation – July 2023

Features of KOHA :

An open source library automation software

KOHA OPAC facility use in college campus.

User friendly software.

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Any additional information	[View Document](#)
Web-link to library facilities	[View Document](#)

4.2.2

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

Response:

Modern College of Education has been made available Wi – Fi facility for students and teachers. Wi – Fi

is used by teachers and students for teaching and learning purposes.

What's App group for professors and students of the college has been created. What's app Group is used to exchange information necessary for learning and teaching work .

The website of the college is updated regularly and the library is trying to provide remote access to the students using this website. The library has uploaded the list of all the books in the library on the college website link

. Students – teachers are visit the college website and get information about the book in the library.

File Description	Document
Landing page of the remote access webpage	[View Document](#)

4.2.3

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

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

Response: D. Any 1 of the above

File Description	Document
Data as per Data template	[View Document](#)
Link for additional information	[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: 0.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.39597	0.41216	0.33458	0.41323	0.31547

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

4.2.5

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

Response: 16.18

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: 354

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: 418

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: 297

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: 278

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: 498

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

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: C. Any 2 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

There are different digital facilities available in the college. There are two classrooms with LCD facility, One Computer Lab available in the college.

A well-equipped computer lab is also functioning in the college. The students of the college are access to the computer lab.

The college campus facilitated with the Wi-Fi connectivity. There is open access of Wi-Fi connectivity to all student and the staff members of the college.

All teaching staff members use the ICT in the classrooms and laboratories. The different educational sites are shown to the students with the help of digital device.

A total of ten computers are available in the computer lab. Internet facility is provided to every computer. There is provision in timetable for online learning and ICT practical.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 10.7

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

4.3.3

Internet bandwidth available in the institution

Response: 30

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

Response: 30

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

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: D. Any 1 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Link to the e-content developed by the faculty of the institution	[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: 45.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.96	2.39	1.22	2.44	1.90

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

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:

There are facilities in institution like library, ICT laboratory etc with the help of these facilities student teacher developed their personality.

1) **Science lab -** Institution has a science lab. There are various apparatus related to science. Students do experiments in science lab.

I **2) psychological lab-** Institution has a psychology lab. Student do many experiments with the help of psychological tests.

3) Art and Craft- Institution has an Art and craft lab. There is material related to art and craft. Student makes various things in that lab. E.g. clay work, painting, drawing, making paper bags, making chalks, making candles etc.

4) ICT lab-– Institute has an ICT laboratory in the college. Students make PPT, Excel sheets on that lab. Student prepare various material in word, Excel and PowerPoint.

5) Library [1] Institution has a library. There are various books in the library. Student prepares Seminar paper and write notes related to course.

6) Gymkhana - Institution has Gymkhana. Sports equipments are there in it. Students play indoor games in Gymkhana.

7) Classroom and lecture hall- Classrooms and Method rooms are available as per NCTE norms.

8) Maintenance – For each section there is monitor. Maintenance is done as per need of the section.

File Description	Document
Appropriate link(s) on the institutional website	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: C. Any 2 or 3 of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: B. Any 7 of the above

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

5.1.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Samples of grievance submitted offline	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)
Paste link for additional information	[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: D. Any 1 of the above

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data template	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 29.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	8	0	18	16

File Description	Document
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)

5.2.2

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

Response: 16.98

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

Response: 8

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.**

Response: 1

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

5.2.3

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

Response: 7.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	8	0	0	2

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

5.3 Student Participation and Activities

5.3.1

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

Response:

Modern College Of Education has a representative body of the students in which students are elected every year at the start of the academic year. The student representatives coordinate various activities and responsibilities entrusted by the college to them.

They act as a link between students and the faculty members, and the college.

The representatives provide feedback about various activities undertaken by the faculties and the college

as well as how the decisions of College authorities are received by the students.

Meeting of the representative body and college administration takes place regularly to work out different activities of the college.

From 2019-20 there no formation of student council by university.

But it is formed by college at college level.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document

5.3.2

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

Response: 4.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	04	06	04	04

File Description	Document
Reports of the events along with the photographs with captions and dates	View 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:

Alumni serve many valuable roles, they help build and grow an institute's brand through their work strength and word-of-mouth about the institute. An alumni group or alumnai association is an association

of graduates or, more broadly, of former students (alumni). Additionally, such groups often support new alumni, and provide a forum to create new friendships and develop business relationships with people of similar background.

There are some objectives for alumni association.

OBJECTIVES –

1) To co-ordinate between student teacher and Alumni.

2) To work for student development and progress.

3) To give knowledge of ICT.

4) To arrange program like protection of environment, social

  awareness with the help of alumni.

5) To work for the development of institution with the help of alumni.

Registration-

  Alumni of Modern College of Education are well placed in various fields like: teaching, education, professional fields, academic and social work. The College has an active alumni group, this group is not registered yet but the process of registration has started and very soon we shall have a registered alumni association**.**

Contribution of alumni - Alumni visits to institution and they give guidance on various issues. If we talk about participation and decentralization positions of the college, we have one representative of MCE alumni group in Internal Quality Assurance Cell (IQAC) as a member, this member can express their views in the meetings and make suggestions in the functioning of the college. They continuously evolve as resource person in workshops, in orientation programme of newly admitted students.

Discussion on new trends in education - Alumni gives information about new trends in education. Institution organizes special guest lecture of alumni for students.

Information of competitive exam-There are competitive exams like TET, CTET and TAIT. Alumni aware students about these competitive exams with the help of institution.

Advice For Placement - Alumni recommends various vacancies for student teacher via what's app.

  In this way alumni helps institution in many ways.

File Description	Document
Details of office bearers and members of alumni association	[View Document](#)
Certificate of registration of Alumni Association, if registered	[View Document](#)

5.4.2

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

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)

5.4.3

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

Response: 4

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	1	0	2

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

5.4.4

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

Response:

Responsibilities of the student council is to promote the interest of students among the institute administration and to identify and help to solve problems conducted by students in the institute.

The student council has its own tasks and responsibilities which include role modeling to other students, promote college culture maintain discipline standards attend to school activities and represent in meeting as required.

MCE develop committee per each year and students are selected from House on following criteria - Student who is goal oriented, Honest, Hardworking willing to serve others, A good listener, A good communicator, A good decision maker, Encouraging

Student have active representation on academic and administrative bodies and committees of the institute.

 1) Student Representative and their role -

He arrange meeting as per need and schedule Chairman of the committee and selected assistant professor helps him in function. He is coordinator of each department and keeps Healthy Environment.

The student council encourage Alumni Association to take part in the college development.

2) Head of department of sports -

Under the guidance of student council organization various indoor and outdoor games. Under the guidance of Head of department of sports, student organize Sport competition is Internship.

3) Head of department of social service -

Under the department of social service guidance of the student council, Representative take decision about social service. Where is need? What is the need of Society ? What is the awareness program are needed for the society? above Question are discussed and take decision about Social service.

4) Head of department of Cultural activities –

Under the department of Cultural activities planned the annual activities, allowed in groups. He monitored all activities and Writes report. Activities suggested by University or government are also arranged in proper way.

5) Head of department of Discipline -

Under the guidance of student Council and IQAC Head aware others to other professional ethics, He Monitors and helps in grievance redressed Cells of college.

6) Trip Organizer -

Head plants and organized trip with the discussion of the whole class.

7) Student Council -

All the members of student council Plans the Event like Webinar Co-ordinate each other organize the events, evaluate the events, gives feedback to IQAC.

File Description	Document
Documentary evidence in support of the claim	View Document

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:

The objectives are set in accordance with the vision and mission set by the college. Various committees have been set up to achieve these objectives. Mainly, the following committees are in place:

College Development Committee - This committee is responsible for deciding and approving the necessary strategies for the development of students' abilities. There are the president of institution, the principal, faculty representatives, and staff. The financial requirements proposed by various committees and the principal approved by the College Development Committee.

IQAC Committee - Various programs are organized and planned through this committee to achieve the college's vision and mission. The committee monitors, evaluates, and guides the implementation of these programs. Additionally, it works for mid-semester monitoring to maintain quality.

Equal Opportunity Cell – Equal opportunity cell is available in institution. All Govt. scheme are introduced with the help of this cell. Equal opportunity cell is work for to help and empower the persons with disabilities, students to participate fully in the academic, intellectual, social and cultural life.

Time table Committee - The academic calendar is prepared by this committee, outlining the schedule for both the theoretical and practical aspects throughout the year. The academy calendar is communicated to the students through the notice board.

Student Welfare Committee - Representatives from both the years are selected for this committee based on departmental criteria. The committee makes decisions on various aspects, including cultural programs, community-oriented projects, etc.

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)

6.1.2

Institution practices decentralization and participative management

Response:

The college's activities are carried out in a decentralized and participatory manner under the College Development Committee, with various committees functioning within it.

College Development Committee:

1. **IQAC Committee** - The IQAC committee provides guidance for the college's qualitative development. Multiple committees function under this committee.

2. **Student Development Committee** - This committee functions under the chairmanship of the principal. It allows student representatives to contribute and participate in the college's decision-making process.

3. **Grievance Redressal Committee** - This committee addresses grievances related to women problems and other matters and works towards resolving them. It organizes various programs under different departments to provide necessary information to student-teachers.

4. **Equal Opportunity Cell** - Through this committee, students are provided information about scholarships and other opportunities.

5. **Alumni Committee** - This committee works towards increasing the participation of former students in the college's development. Through this, they provide academic guidance, financial assistance, and involve former students in various areas of development.

6. **Innovation, Incubation, and Research Committee** - This initiative encourages students' creativity. It organizes workshops, research competitions, etc. To motivate students for activities like craft art, research papers, and innovations.

7. **Employment Guidance** - This committee provides guidance for further education after training and also assists in job placement. Workshops are conducted to provide guidance in this regard.

8. **Staff Academy** - To enhance teachers' knowledge, new ideas are presented, and discussions are held.

9. **Mentor- Mentee Scheme** - In the first and second year of training, each teacher is assigned a group of students as their parents. As parent teachers, they pay special attention to the students' personality development. They make efforts to address personal, educational, physical, emotional, and social issues and strive to be good teachers and citizens. Various programs such as cultural programs, social work programs, etc. are organized to build self-confidence in them.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)

6.1.3

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

Response:

The functioning of the college is transparent. Transparency is used in various ways

1. Financial transparency

Financial audit of the college is done every year by government approved CA.

The balance sheet of the money collected and the expenses incurred is properly prepared.

2. Academic Transparency-

Affiliated University of institution check the quality and gave the grade by affiliation committee and also check academic audit.

Also, at the end of each session, the trainee is given an oral examination. For that, the professors of other colleges works as external examiner.

Interns are getting study experience from various schools in school internship. The head master of school , teachers present at that time and evaluate the work of the students. And give feedback .

Administrative transfer

MIT (Management Information System

Administrative transferency is achieved at different levels.

i. **Government-** Admission process is conducted by maha CET cell. The government provides information regarding the admission process to the trainees,

ii. **Department of Social Welfare -** The college provides information about scholarships to the deserving students in the college. It strives to give them the maximum benefit and guidance on the documents they need.

The district social welfare department is given information about the number of students and various type of scholarship.

iii. Affiliated University –

The university to which the college is affiliated. All information required for admission process information, eligibility information, insurance, lead college program, evaluation, examination, mark sheet, degree as requested by that college is provided from time to time.

iv. NCTE

Colleges are run as per NCTE norms. The information they ask for is provided on time.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The college operates various departmental activities to fulfill its vision and mission. These include IQAC cell, Student Welfare Committee, Equal Opportunity Cell, Cultural Activity Cell, Social Service Cell, and more.

For this purpose, the Equal Opportunity Cell is actively working on a strategic plan.

1. Identify the need for economic, educational, and vocational guidance for students and provide them with guidance accordingly.

2. Priority is given to timely and periodic guidance for resolving students' problems.

3. Development Plan - Under this cell, students are provided information about scholarships for financial assistance. During the admission process, students are guided through about scholarship and arrangements are made for submitting the necessary documents and forms.

4. Implementation - Scholarships received by students are provided at the college for facilities like guidance, computer, internet, etc.

5. Updates - Students are regularly informed about the status of their scholarship applications until they are processed.

The main objective of the Equal Opportunity Cell is to address the financial and social demands of the students. For this purpose, the college has established a committee to provide information about

government schemes and guide students accordingly.

The Equal Opportunity Cell, previously known as the Special Cell, has been active in the college. As a result, all the student-teachers in the college have benefited from various scholarships, such as -S.C., N.T., OBC, Rajarshi Shahu Maharaj Education Fee Reimbursement Scheme, Punjab Rao Deshmukh Housing Scholarship, and others.

The college is committed to the holistic development of all students by understanding their needs and striving towards their fulfillment.

File Description	Document
Documentary evidence in support of the claim	View Document

6.2.2

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

Response:

1) NCTE- All the physical facilities are available in the institution as per the rules and regulations of NCTE norms. Staff approved is taken from the university.

2) State Government- The admission process in the institution is done by CET cell. Fees are charged from the trainee as per the fee approved by the Education fee committee. Scholarship is provided to the trainees by the department of social welfare.

3) University Level- Since the institution is affiliated to Shivaji university, Kolhapur. The institution has to follow the rules and regulations regarding by the university.

4) Mother Institute- The institution was established by the Gramin Vikas Shikshan Sanstha , Undale. While carrying out the work of the college the norms of the mother institution are followed and emphasis is placed on fulfilling the objectives of the mother institution.

5) Intitutional level-Various departments are established in the college. Like College Development Committee, IQAC, Grievance Redressal Committee, Innovation Incubation and Linkages , Student Development committee, Equal Opportunity Cell etc. Meetings are held periodically with the principals of each of these departments.

The principal of the college informs the management of the activities of the college and the requirements of the college. The principal is responsible for all the academic and administrative activities of the institution.

In the administrative staff - senior clerk, junior clerk and the other is a peon. The principal takes all the important administrative decisions consulting some senior faculties. The principal looks after all the

financial transactions.

A number of committee are formed academic, administrative, co-curricular and extension activities. There is chairperson and members. some other important administrative committee are admission committee, Time table committee, Examination committee etc.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)

6.2.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View 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:

Institute forms various committees/ bodies/ cells and their functions are properly defined considering the overall development of the institute.

Regular meeting of these committees are conducted as per the following schedule.

Sr.no.	Particulars of the meeting	Frequency of meeting

| 1 | Governing body | Minimum 3/year |
| 2 | Local managing committee | Quarterly |

For effective implementation and improvement of the institute following committees are formed.

1) IQAC

2) Academic monitoring Committee

3) Innovation, Incubation& Linkages

4) Women's Grievance Redressal cell

5) Anti-Ragging committee

6) Placement cell

7) Gymkhana

8) Annual Planning and Timetable

9) Teacher- Parent Association

10) Memorandum of Understanding

11) Equal Opportunity Cell

12) Alumni Co-ordinating Committee

13) Staff Academy

14) Examination Committee

Meetings of all the above departments are held and the work is actually done according to the resolutions and decisions made in those meetings. In the next meeting, the previous meeting is reviewed and further planning is done with the discussing.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Action taken report with seal and signature of the Principal	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution effectively implements the welfare schemes for the teaching and non- teaching faculties.

A) EPF-as per EPF Scheme-

Keeping in view the future safety of employees. The institute contributes specific amount towards EPF of an employee as per EPF Scheme.

B) Insurance-

As per Shivaji University rules, welfare fund scheme facility is available in the college.

C) Maternity leave-

Under humanitarian ground Institute provides maternity leaves to all female employees.

D) Financially Support-

1) Staff attend workshops, conference and seminar at the national and international level.

2) Financial support to staff for publish research paper journals

3) Online course.

E) Salary timely credited to bank account of employee-

In each month the employee gets the salary on time through bank accounts only.

F) Material benefits-

1) Staffroom with separate cubical available in the campus.

2) Wi-Fi facility to the staff inside in the college campus.

3) Two sets of uniforms provided to peons every year.

4) Separate study facilities are available in the library for faculty.

5) The facility of principal rest room is available in the institute.

6) Computer with printer and scanner.

G) Cater to Emotional Needs-

1) Staff grievances redressal cell to address the issues and grievances of the staff.

2) Indoor games facility for the staff to relax and to refresh physically and mentally.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	[View Document](#)
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)

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: 60.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	1	5	6

File Description	Document
E-copy of letter/s indicating financial assistance to teachers	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[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: 32

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	6	6	6

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: 57.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	4	4	1

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)

6.3.5

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

Response:

MCE college the NCTE regulations minimum qualification for appointment of teachers and other staff.

The performance of each employee is assist annually after completion of one year of service the

objective is to evaluate performance and the performance of each employee is assist annually after completion of one year of service. The objective is to evaluate performance for development, the silent features of the performance appraisal system are follows Teaching staff-

1. The performance of each faculty is asses according to the actual self-assessment for the performance based appraisal system

2.The institute under wild range of activities besides Academic Members are assigned additional duties and responsibilities.

3.The faculty members are informed to advance about performance best appraisal system

4.The PBA Performa is field by the faculty member and is verified by the IQAC and the director.

All non-teaching staff are also access to annual reports and annual performance appriasal. The various parameters horoscope members are assessed under different categories

For teaching staff following parameters or categories include

1. Teaching learning and evaluation related activities.

2. Co-curricular Extension and professional development related activities.

3. Research and academic contributions.

Non teaching staff following parameters include-

1 Professional competence

2. Performance

3. Personal characteristics.

4, attitude towards coworkers.

5. Attitude towards public.

6. Staff student relation

comprehensive annual report is comprises of -- parameters, each of them is graded on 5 point scale -excellent good, satisfactory, average and poor.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The Institution has established a mechanism for conducting an external audit on the financial transactions every year to ensure financial compliance. External audit is conducted once in every year by Government approved Chartered accountant.

Process of the external audit:

The accounts of the college are audited by chartered accountant regularly as per the government rules. The auditor ensures that all payments are duly authorized after the audit, the report is sent to the management for review. Any queries, in the process of audit would be attended immediately along with the supporting documents within the prescribed time limits. Any query or explanation asked by the CA are explained. There are no objections reflected as such in the report yet. The audited statement is duly signed by the authorities of the management and chartered accountant.

File Description	Document
Report of Auditors of last five years signed by the Principal	<u>View Document</u>

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: 0.03

6.4.2.1 **Total funds received from non-government bodies, individuals, philanthropists during the**

last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.07185	0.05500	0	0.00650

File Description	Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document

6.4.3

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

Response:

Modern College of Education, Malkapur has certain strategies for mobilization of funds and the optimal

utilization of resources. The budgetary resources are mobilized through various resources such as, tuition fees, and other fees, donations collected through alumni and the gratitude fund donated by the college staff.

Since, Modern College of Education, Malkapur is a self-financed college, there are no funds from Government organizations or NGOs till now though we are putting great efforts to attain funds from Government agencies for the quality assurance in the Institution. Due to lack of such funds we accommodate the expenses from funds as Tuition Fee, other fee and mother institute.

The College utilizes these funds for the following resources:

1.Library Books: The above funds are utilized for purchasing the books for the library so that a rich learning resource centre can be provided to the students. As the Library is the center of

Learning. The books are purchased on a regular basis for the library using the above funds in an optimal manner.

2. Infrastructural Improvements: College utilizes the above funds to bring required infrastructural changes in the premises from time to time like addition of furniture in the classes, office etc.

3. Learning material for activities: College spends the above funds for purchase of learning material like charts, stationary material etc to conduct various activities

4. Gardening Expenses: College utilizes a considerable amount on Gardening which keeps the

environment green and healthy. Gardening is the regular practice at Modern to contribute to local environment.

5. Repair & Maintenance: a considerable amount of funds is utilized on repair and maintenance of on-going wear and tear in the building.

6. Internet Charges: Modern College of Education, Malkapur provides Wi-Fi enabled campus to students so that ICT can be integrated in the Teaching-Learning process. The above funds are mobilized to provide the Internet service to all the users.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Establishment of IQAC is a concrete step towards development of students. The prime task of the IQAC is to develop a system for purposeful and consistent improvement in the overall performance of the institute and specifically of student-teachers.

In this regard IQAC of the College was established 16th of June 2018 under the Chairmanship of our I/C Principal Prof. Patil V.D and Coordinator Prof. Mrs. Patil N.N. along with teachers, members from Management of the Institute, Senior Administrative Officers, Nominees from Local Authority, students, Alumni, Employers and Stakeholders.

To ensure clarity and focus in college functioning towards quality enhancement through different strategies.

From 2018 onwards, IQAC was established with the following objectives:

1) To improve the academic and administrative performance of the institution.

2) To develop quality culture in institution.

3) To co-ordinate among various activities of the institution.

4) To build an organized   methodology of documentation and internal communication.

5) To integrate modern methods of teaching and learning.

6) To facilitate the creation of learner centric environment conducive to quality education.

7) To promote research practice and programs in institution.

Process Adopted by the IQAC of Institute-

College IQAC functions actively in improving the quality of education, teaching learning process and learning outcomes by internalizing policy and procedures of these quality strategies.

The quality strategies and processes used are:

1. To introduced curricular aspects with value added course, self study courses, organization skill programme
2. For feedback collection, analysis and review
3. To improve continuously in admission process, student diversity, teachers quality, teaching learning process and learning outcome.
4. Outcome based education is initiated by IQAC.
5. Result-analysis and active Grievance Redressal Cell.
6. Extension activities including FDP are enhanced.
7. IQAC works constantly to establish newer collaborations and linkages with different organizations.
8. Updating Infrastructural facilities including physical facilities, ICT facilities, library facility with ICT integration.
9. Encourage student council activities including sports and cultural

Continuously practice decentralized and Participative governance with

faculty performance evaluation through self-appraisal forms and

confidential reports.

1. To express strong concern for environmental activities including rain water harvesting ,plastic ban , waste management and Energy Saving.
2. IQAC works constantly to promote research work.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document

6.5.2

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

mechanism

Response:

IQAC committee -

Institution has an IQAC committee. This committee guides and monitors to all.

Following are objectives of IQAC committee.

1) To improve the academic and administrative performance of the institution.

2) To develop quality culture in institution.

3) To co-ordinate among various activities of the institution.

4) To build an organized   methodology of documentation and internal

   communication.

5) To integrate modern methods of teaching and learning.

6) To facilitate the creation of learner centric environment conducive to quality

   education.

7) To promote research practice and programs in institution.

Institution reviews its teaching learning process through following ways

1) Prospectus - Institution provides prospectus at admission time.

2) Theory and practical orientation- Theory and practical orientation is

   conducted in institution. Student understand about semester and practicals.

3) Induction program-. At the entry level induction program is arranged.Visions

   and missions are introduced in it. Objectives are tells in it. Syllabus and

   practicals are discussed. IQAC monitors this program.

4) Bridge courses- Institution organizes Bridge course. This course gives

   information about semester pattern and how one semester is related to other.

   IQAC monitors this course.

5) Value added courses- Institution arranged value added courses related to B.Ed syllabus.IQAC monitors these courses.

 6) Academic Calender – Academic Calender is provided by shivaji university.As per academic Calender teacher educator provides the course learning objectives and evaluation tools for the CLO.

 7)Classroom management – IQAC monitors Classroom and provide facilities related to teacher educator and students.

 8) Different teaching methods-Various teaching methods used by teacher educator**.** IQAC aware student and teachers educator about modern methodology. Student used methods such as collaborative, experimental, ICT based and activity based etc.

9) Learning experiences -IQAC committee gives different types of learning experience to the students. Different practicals and workshops like internship, field visit, visit to innovative school etc. Student get knowledge and experience.

 10) Evaluation- CCE mechanism is used in institution. IQAC monitor this time to time.

11) Practicals - There are practicals related to B.Ed syllabus from A1 to D5. IQAC committe monitors all these practicals. Departmental files are there as per semester.

 12)MOOC courses- There are online courses of MOOC. IQAC guide about mooc courses.

13) Skill competencies-There are different teaching skills and competencies for student. IQAC organizes various activities to develop the skills.

14) Orientation of internship- IQAC gives orientation about internship and give

proper guidance to students about internship.

15) Mentor Mentee Process - Student attend the meeting regularly as informed

during the schedule by the mentor. Mentor provide the right information

regarding the academic and non -academic activities. Mentee seek guidance

whenever required.

6) Projects-there are projects for student teacher related to syllabus. This project

help student for personality development.

17) Field visits-There are many types of field visits for example innovative

School, nursery etc. With the help of field visit student develop their

knowledge about other fields.

   In this way institute review about teaching learning process with the help of IQAC and develop various skills of student teacher.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View Document](#)

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: 12

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	17	9	6	6

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

6.5.4

Institution engages in several quality initiatives such as

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

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

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

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: C. Any 2 of the above

File Description	Document
Feedback analysis report	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Link to the minutes of the meeting of IQAC	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:

Modern College of education Malkapur provides facilities and IQAC department conduct programs related to teaching learning process.

A) Academic domains –

IQAC committee organizes programs for student teacher and teacher educator.

1) Academic calendar - institution has an academic calendar. All work include in each semester is done by this calendar all over the year.

2) Bridge course -- Institution organizes Bridge course. This course gives information about semester pattern and how one semester is related to other. IQAC monitors this course.

3) Value added courses- institution organizes value added courses. Institution motivate students to take part in online as well as offline courses.

4) Mentor -mentee - Student attend the meeting regularly as informed during the schedule by the mentor. Mentor provide the right information regarding the academic and non -academic activities. Mentee seek guidance whenever required.

5) Online teaching - institution provides online teaching when necessary student use Google meet and zoom app for online mode.

6) Outrage programs-Outreach programs are arranged institution. Social awareness is developed in students. E.g. E-vehicle, solar, rainwater harvesting, waste management, tree plantation etc.

7) Co-curricular activities- There are extra co-curricular activities in institution. Students are engaged in activities.

8) Internet facilities- institution provides internet facilities like Wi-Fi student use mobile and computers for study they used different websites and YouTube videos for references.

9) Library- Institution has a library. There are various books in the library. Student prepares Seminar paper and write notes related to course.

10) Laboratory- there are science lab, psychological lab ICT lab art and craft lab for students student uses these laboratories for test in proper manner.

11) Reading room for teachers -there is reading room for teachers when teachers have empty time they read books in reading room for references.

12) Student Centre methods - there are various methods for teaching and learning submitted for students entered method such as blended learning, multimedia and e-Learning method etc.

13) Action research - With the help of action research student understand different problems of learners and their improve their teaching with multimedia.

14) Different committees- there are various cavities like IQAC, innovation and incubation, grievance redressal committee, student council committee etc. With help of these committees students' problems are solved. Committee motivate students for development.

B) Administrative domains -

1) Admission process-State government by online web portal mode.

2) Affiliation- online

3) Eligibility - online

4) Exam form - online

5) SRPD - University exams.

6) Shikshan skulk proposal - online

7) Scholarship form - online portal

8) Paperless office

9) Facilities for SRPD.

File Description	Document
Relevant documentary evidence in support of the claim	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Energy resources are important and should be conserved. The main goal should be the conservation of energy.

Some methods to conserve energy are as follows.

1) Planting more and more trees.

2) Use 3R- Reduce, Recycle and Reuse.

4) Using sunlight instead of artificial lights.

5) Switching off electricity when not in use.

6) Turning of taps to prevent leakage.

7) Conserve water and reduce wastage of water.

8) Awareness should be spread in schools and among the youth for the

   conservation of various natural resources.

Institution provided various ways to conserve energy.

1.**LED bulbs** -There are LED bulbs in institution. Institution conserve energy

with help of LED bulbs.

1.**Instructions for student teacher -**There are instructions boards for students

and teacher educator such as.

1) Save energy save environment.

2) Switch electricity when not in use.

3) Use sunlight instead of artificial light

4) Switch fans when not necessary.

5) Use less electricity appliances.

6) Don't turn on all equipments at all time.

7) Think twice before turning on the switch.

3) Building structure – The institution has the facility of lighting system, water

system and ventilation.

In this way institution conserve energy properly.

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

7.1.2

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

Response:

Modern College of education Malkapur Karad institution give some instruction to student about waste management such as

1) Limit the use of plastic.

2) Segregate the waste.

3) Reduce the use of paper.

4) Say yes to composting .

5) Pay your bills online.

Institution has following provision for waste management.

There are separate containers for dry and wet waste. Institution dispose of waste out of the campus daily. Students do not mix dry waste with any other waste.

Separating waste-Separating waste is the first step in managing institution. Set up beans for the different kinds of waste and make sure the right beans are used. The beans were labelled for dry garbage and wet garbage.

E-waste management-Electronics waste or e wastage only broken or unwanted electronic appliances. E-waste includes computers consumer electronics. Garbage truck of Nagarparishad collect all e-waste and try to reduce it.

The student may play a very important and significant role in waste management

1) Producing less wastage-students are aware about belongings like paper pencil and paints to the magazines and produce less amount of wastage.

 2) Keeping classroom and household clean-The student can keep their classrooms clean by not littering things here and there.

3) Helping in disposing wastage-The student can help to dispose wastage generated in schools.

 4) Discussion and debates-Discussion and debate can be arranged by Green clubs in schools and localities in order to spread awareness regarding waste disposal and its effects. Poster making drawing competition related to waste management can also be arranged.

5) Creativity-Workshops are arranged in institution. Students make useful and attractive items using simple waste materials like old newspaper, cardboard boxes, empty bottles etc.

    In this way institute provided many things in campus for waste management and help students for garbage separation and management.

File Description	Document
Documentary evidence in support of the claim	View Document

7.1.3

Institution waste management practices include

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

Response: D. Any 1 of the above

File Description	Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: D. Any 1 of the above

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

7.1.5

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

Response:

Campus is clean every day. The time table of peons is prepared for this. Toilets are cleaned regularly. There is 24/7 municipal water supply for it. The college also has a bore well facility.

Tobacco prohibited Premises- Since the premises of all educational institution by their nature are public places, smoking inside premises of an educational institution is a violation of section 4 of the COTPA. A program was organized by the college for this purpose. In those programs, a pledge was taken from all students, faculty and staff to maintain a tobacco-free environment. Also, instruction boards are there in the college premises to keep the premises free of tobacco.

Plastic free environment- Plastic ban boards are put up to create awareness about plastic ban. Also, trainees are aware society through street play to understand the side effects of plastic. There is workshop of sewing cloth bags in institution for avoid plastic

Waste Management- There are separate containers for dry and wet waste. Institution dispose of waste out of the campus daily. Students do not mix dry waste with any other waste.

Separating waste- Separating waste is the first step in managing institution. Set up beans for the different kinds of waste and make sure the right beans are used. The beans were labelled for dry garbage and wet garbage.

E waste management-Electronics waste or e wastage only broken or unwanted electronic appliances. E-waste includes computers consumer electronics. Garbage truck of Nagarparishad collect all e-waste and try to reduce it.

Tree plantation-Various plants are planted to keep the premises green and beautiful. Flowering plants , medicinal plants and ornamental plants have been planted in them. The trainees planted these plant under social service.

Preparing Nursery - The plants required for garden are produced in the nursery. For this, good quality seeds are provided for seedling in the nursery and transplanted in pots.

Trees in premices - Various types of trees are planted in the college premises. Peons and student-teachers water them and take care of trees.

Power saving LED bulbs -There are LED bulbs in institution. Institution conserve energy with help of LED bulbs.

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

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Snap shots and documents related to exclusive software packages used for paperless office	[View Document](#)

7.1.7

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

Response: 1.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.12903	0.10336	0.00790	0.00621	0.0700

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View 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:

The trainees were brainstormed to implement group activities which are useful to the society keeping in mind the local needs and facilities of the college. After creating groups of trainees, faculty member guides each group and the following activities were carried out under their guidance.

1) Health education awareness program—

 The trainees of the college aware the girls, guardian women of Hausai Vidyalaya Malkapur and Adarsh ??Shishu Vihar Agashivnagar about the changes in hormones in the body and the problems caused by anemia. The group of student-teacher aware about which care to be taken in this regard, the right amount of food for the growing age child, vitamins etc.

2) Raising awareness of children's rights—

 The students of Hausai Vidyalaya, Malkapur were addressed by the trainee about the rights of children to survival, development, safety and participation.

3) Addiction free campus - In order to make India free from addiction, there are instruction boards in campus to aware people about effects of various addictions. There is no usages of tobacco and tobacco

products inside the college premises or within 100 metre radius of it. Student-teacher aware society through project related community experience.

4) Participation in Vaccination Campaign- The trainees participated as volunteers at Adarsh ??Primary School Agashivnagar, Venutai Chavan Hospital etc. in the measles and rubella vaccination campaign conducted from 31st December 2018 to 31st January 2019.

5) Constituent Envoy— Student-teacher work as Constituent Envoys in Housai vidyalaya, Malkapur from 27 November 2019 to 4 December 2019, on the occasion of 26 November constitution day. They gave information about constitution making, objectives, features etc.

6) Beti bachao, Beti padhao—

The guest lecture of Counselor Dr. Mahesh Shinde was organized in institution on Beti bachao, Beti padhao.

7) Prerana Talent Search- Volunteer— On 3rd January 2020, trainees worked as volunteers in a program organized by Prerna Talent Search on the occasion of Braille festival.

8) Information about various schemes of the government- Trainee Sumaiya Momin has learned about the government's cylinder distribution scheme, Atal pension scheme and landless scheme etc. All this Information was given to 10 women of Agashivnagar.

9) Waste Management- Student- teacher Naseema Alandwale aware society about dry and wet waste management.

10) Ek Rop Ek Kundi — Ek Rop Ek Kundi initiative was implemented in the college in which each trainee was given the responsibility to bring a plant and a kundi. Student-teacher plant a plant in kundi and take care of it throughout the year.

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

7.1.9

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

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

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	[View Document](#)
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	[View Document](#)
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best practices No. 1 Developing computer knowledge and skills.

Need- As per the vision of the college, develop competencies in student- teachers to face the challenges of 21st century, for that institution gives information about computer knowledge and skills.

Objectives-

1. To give information about various aspects of ICT.

2. Enhancing the use of ICT in education.

Nature- Institution give theoretical and practical information on various ICT applications by experts.

Proceedings-

A workshop on ICT was organized in Institution. Guest lecturer Mrs. Kale Urmila (Head of Computer Department) Swa.sai.Shamrao patil Secondary and Higher Secondary School Malkapur was invited. She gives theoretical and practical information on MS-office, Excel, PPT, Google Marathi typing, Paint, Google Form, Vioce typing Making PPT on mobile, various educational websites, you tube, LCD Project attachment, pen drive, DVD, file copying from Google drive.

Attending Trainee- Second Year Trainees

Impact - Trainees are empowered to use ICT in learning planning, teaching, assessment and feedback under the Learning Management System.

Best practices No. 2 – 8th March 2023 International Women's Day

Need-

To aware society about women's right. It is necessary for women to get proper respect and dignity. For this, various professional women are felicitated at Modern College of Education Malkapur, Karad every year on the occasion of International Women's Day.

Objectives-

1 To aware about the importance of International Women's

Day.

2. To give information about women rights.

3. To introduce the work of police women.

Nature- To felicitate the police women in Karad city.

Proceedings-

Women's day is celebrated in Modern College of Education Malkapur Karad. Police women of Karad city are invited for facilitate on this occasion.

The program started with worshiping the image of Savitribai Phule.

Devotion of police women and their contribution in developing society is introduced in the programme. Police women share their hard work and experiences with student-teachers.

Attendees – Police women of Karad city, I/C principal, All Professor, First & Second year B. Ed students.

Impact – Student-teachers know about police work and women empowerment.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

MODERN COLLEGE OF EDUATION, MALKAPUR, KARAD.

VISION

To provide competent teacher for the society to meet the challenges of 21st century.

MISSION

1) Develop competencies, skills and values among teacher - trainees.

2) Develop the attitude of research and extension service among teacher-trainees.

3) Enable teacher-trainees to adopt modern teaching-learning methods.

The vision and mission of the university is to develop the capacity of teachers to meet the challenges of the 21st century. For this purpose, developing abilities, skills and values ??in the trainees, adopting a research attitude and creating a sense of community service. At the same time adopting modern teaching methods.

For this the following best actions were taken in the college.

1. Value added courses- ICT workshop

One-day ICT workshop was organized in the college for ICT lessons and use of ICT in teaching.

2. Research Paper Writing Workshop-

Research Paper Writing workshop was organized to develop research attitude and research paper writing skills among the trainees. In internship psychological test based research paper prepared by student-teachers.

3. Induction Programme-

1. Vision, Mission and objectives are introduced student-teachers.

2. The information of rules, regulations, evaluation methods of Shivaji

University is given in the programme.

3. The trainees are aware about the committees functioning in the

College.

4. Mentor- Mentee Scheme-

Attend the meeting regularly as informed during the schedule by the mentor. Mentor provide the

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right information regarding the academic and non -academic activities. Mentee seek guidance whenever required.

5. Developing creativity through Art and Craft-

Institution has an Art and craft lab. There is material related to art and craft. Student makes various things in that lab. E.g. making paper bags, making chalks, making candles etc.

6. Student centered methodology.

Teacher trainees use the following teaching methods in teaching theoretical subjects.

1) Co-operative Study

2) Seminar

3) Group Discussion

4) Brainstorming

5) ICT based teaching

6) Mobile Learning,

7) Empirical studies

8) Blended Learning

7. Guidance and counseling for Mooc courses.

Information on Swayam, Skill India, Guru Shala, Mind Luster portal was provided to the trainees from time to time. The list of courses for which trainees have registered and those who have received certificates are listed.

8. Community oriented projects

Community oriented projects were implemented in the college at three levels namely school and society.

Two individual projects and two group projects were implemented to find out the problems related to current issues in the society and solve them. In this, make videos of street play.

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

5. CONCLUSION

Additional Information :

Additional information

 Though institute has not going to first cycle of NAAC, it established IQAC cell for planning, mentoring and evaluation of various functions of various committees of the institute.

Concluding Remarks :

Conclusion

Institute decided vision, mission and objectives. Centralize these vision, mission institute tries it's best to gain.

    As there are some weaknesses, institution is trying to give qualitative education to students. Institute develop values, skills, competencies among student teachers as the need of 21st century education. Institute promote students to carry out outreach programs and innovations. Institute conduct self-evaluation by other colleges, evaluation by University and NCTE also. Institute get   NOC from government and affiliation from Shivaji University. Fee is approved from fees regulating authorities. Mother institute support in organization administration and management.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.1.3	**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through**
	
	1. Website of the Institution
	
	2. Prospectus
	
	3. Student induction programme
	
	4. Orientation programme for teachers
	
	      Answer before DVV Verification : A. All of the above
	      Answer After DVV Verification: B. Any 3 of the above
	   Remark : DVV has made changes as per the report shared by HEI

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
	   Remark : DVV has made changes as per the report shared by HEI

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 : 6
	     Answer after DVV Verification: 4
	
	     Remark : DVV has made changes as per the report shared by HEI

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

Answer before DVV Verification : A. Any 5 or more of the above
Answer After DVV Verification: C. Any 3 of the above
Remark : DVV has made changes as per the report shared by HEI

2.4.1	**Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include** 1. **Organizing Learning (lesson plan)** 2. **Developing Teaching Competencies** 3. **Assessment of Learning** 4. **Technology Use and Integration** 5. **Organizing Field Visits** 6. **Conducting Outreach/ Out of Classroom Activities** 7. **Community Engagement** 8. **Facilitating Inclusive Education** 9. **Preparing Individualized Educational Plan(IEP)** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : DVV has made changes as per the report shared by HEI
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 : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : DVV has made changes as per the report shared by HEI

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 : A. All of the above
	   Answer After DVV Verification: C. Any 2 of the above
	Remark : DVV has made changes as per the report shared by HEI

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**
	
	   Answer before DVV Verification : A. All of the above
	   Answer After DVV Verification: B. Any 3 or 4 of the above
	Remark : DVV has made changes as per the report shared by HEI

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any 4 of the above
Remark : DVV has made changes as per the report shared by HEI

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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made changes as per the report shared by HEI
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** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI
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** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above

	Remark : DVV has made changes as per the report shared by HEI
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : DVV has made changes as per the report shared by HEI
3.1.1	**Average number of research projects funded by government and/ or non-government agencies during the last five years** 3.1.1.1. **Number of research projects funded by government and non- government agencies during the last five years..** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
0	1	0	0	0 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
1	0	0	0	0	 Remark : DVV has made changes as per the report shared by HEI. pertains to 2013
3.1.2	**Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)** 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)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
0	1	0	0	0 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
0.10	0	0	0	0	

	Remark : DVV has made changes as per the report shared by HEI

3.1.3	**In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:**
	
	1.Seed money for doctoral studies / research projects
	
	2. Granting study leave for research field work
	
	3. Undertaking appraisals of institutional functioning and documentation
	
	4. Facilitating research by providing organizational supports
	
	5. Organizing research circle / internal seminar / interactive session on research
	
	        Answer before DVV Verification : A. Any 4 or more of the above
	        Answer After DVV Verification: B. Any 3 of the above
	     Remark : DVV has made changes as per the report shared by HEI

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 : A. All of the above
	        Answer After DVV Verification: B. Any 3 of the above
	     Remark : DVV has made changes as per the report shared by HEI

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**
	
	  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**
	    Answer before DVV Verification:

Answer before DVV Verification:

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

Answer After DVV Verification :

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

	Remark : DVV has made changes as per the report shared by HEI
3.3.5	**Number of awards and honours received for outreach activities from government/ recognized agency during the last five years** 3.3.4.1. **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
11	13	5	5	2 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
0	0	0	0	0	 Remark : DVV has made changes as per the report shared by HEI
3.4.2	**Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years** 3.4.2.1. **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years** Answer before DVV Verification : 13 Answer after DVV Verification: 18 Remark : DVV has made changes as per the report shared by HEI
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 : DVV has made changes as per the report shared by HEI
4.1.3	**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.58411	0.48211	0.33458	0.8088	0.75691

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.07	0.13	0.00	0.17	0.16

Remark : DVV has made changes as per the report shared by HEI

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 : E. None of the above
	Answer After DVV Verification: D. Any 1 of the above
	Remark : DVV has made changes as per the report shared by HEI
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**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: C. Any 2 of the above
	Remark : DVV has made changes as per the report shared by HEI
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: C. Any 2 or 3 of the above Remark : DVV has made changes as per the report shared by HEI
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 : A. All of the above Answer After DVV Verification: C. Any 3 or 4 of the above Remark : DVV has made changes as per the report shared by HEI
5.2.1	**Percentage of placement of students as teachers/teacher educators** 5.2.1.1. **Number of students of the institution placed as teachers/teacher educators during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	8	0	18	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	8	0	18	16

Remark : DVV has made changes as per the report shared by HEI

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	11	10	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	04	06	04	04

Remark : DVV has made changes as per the report shared by HEI

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 : B. Any 4 or 5 of the above
Answer After DVV Verification: C. Any 2 or 3 of the above
Remark : DVV has made changes as per the report shared by HEI

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**

Answer before DVV Verification : A. Any 6 or more of the above
Answer After DVV Verification: C. Any 3 or 4 of the above
Remark : DVV has made changes as per the report shared by HEI

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting

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quality culture during the last five years.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	12	6	6	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	17	9	6	6

Remark : DVV has made changes as per the report shared by HEI

7.1.3	**Institution waste management practices include** 1. **Segregation of waste** 2. **E-waste management** 3. **Vermi-compost** 4. **Bio gas plants** 5. **Sewage Treatment Plant** Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has made changes as per the report shared by HEI
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** Answer before DVV Verification : E. None of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has made changes as per the report shared by HEI
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

Answer before DVV Verification : A. All of the above

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

Remark : DVV has made changes as per the report shared by HEI

2.Extended Profile Deviations

ID	Extended Questions
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:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	30	30	25	25

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	25	25	25