



YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1. Name of the Institution	KAI SOU. MALATIDEVI VASANTRAO PATIL MAHILA SHIKSHANSHASTRA MAHAVIDYALAYA
• Name of the Head of the institution	Dr. Khamkar S B
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02332224571
• Mobile No:	8830869687
• Registered e-mail ID (Principal)	mvpmm.bed@gmail.com
• Alternate Email ID	mvpmmnaac@gmail.com
• Address	Duyyam Bazar Awar Market Yard Miraj.
• City/Town	Miraj
• State/UT	Maharashtra
• Pin Code	416410
2. Institutional status	
• Teacher Education/ Special Education/ Physical Education:	Teacher Education

• Type of Institution	Women				
• Location	Urban				
• Financial Status	Self-financing				
• Name of the Affiliating University	Shivaji University				
• Name of the IQAC Co-ordinator/Director	Palkar V. R.				
• Phone No.	02332224571				
• Alternate phone No. (IQAC)	02332224571				
• Mobile (IQAC)	99222233380				
• IQAC e-mail address	mvpm.bed@gmail.com				
• Alternate e-mail address (IQAC)	palkaravardhaman@gmail.com				
3. Website address	http://mvpeducation.org.in/				
• Web-link of the AQAR: (Previous Academic Year)	http://mvpeducation.org.in/				
4. Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://mvpeducation.org.in/				
5. Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	C	56.75	2004	04/11/2004	03/11/2009
6. Date of Establishment of IQAC			15/06/2004		
7. Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	
8. Whether composition of IQAC as per latest NAAC guidelines			Nil		

9.No. of IQAC meetings held during the year	4
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	Nil
11.Significant contributions made by IQAC during the current year (maximum five bullets)	
<p>Quality Assurance Processes: Implementing and improving quality assurance processes throughout the institution, ensuring that standards are met or exceeded in areas such as teaching, research, infrastructure, and student support services. Academic Program Reviews: Conducting reviews of academic programs to ensure they remain relevant, up-to-date, and of high quality. This might involve gathering feedback from students, faculty, and industry stakeholders, and making recommendations for improvements. Professional Development: Organizing workshops, seminars, and training sessions for faculty and staff to enhance their teaching, research, and administrative skills. This could also involve facilitating opportunities for professional development and recognition. Student Feedback Mechanisms: Developing and implementing mechanisms for collecting feedback from students on various aspects of their educational experience, such as teaching quality, curriculum relevance, and support services. Data Analysis and Reporting: Collecting and analyzing data on various institutional metrics, such as student enrollment, retention rates, graduation rates, and academic performance. This data is then used to identify areas for improvement and inform decision-making processes. Accreditation Preparation: Assisting with the preparation of accreditation reports and documentation, ensuring that the institution meets the criteria set forth by accrediting bodies. Promoting Best Practices: Identifying and promoting best practices in teaching, research, and administration, both within the institution and through collaboration with other institutions and organizations. Community Engagement: Facilitating engagement with the wider community, including industry partners, alumni, and local stakeholders, to foster collaboration and support the institution's mission and goals. Quality Enhancement Initiatives: Initiating and overseeing projects and initiatives aimed at enhancing the overall quality of the institution, such as curriculum reforms, infrastructure upgrades, and student support programs. Continuous Improvement: Continuously monitoring and evaluating the effectiveness of quality assurance processes and</p>	

initiatives, and making adjustments as necessary to ensure ongoing improvement.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
<p>Enhancement of Teaching and Learning: Conduct faculty development workshops on innovative teaching methodologies. Implement peer observation and feedback mechanisms for teaching improvement. Introduce student-centered learning initiatives and active learning strategies in classrooms.</p>	<p>Teaching and Learning: Increased adoption of innovative teaching methods, resulting in higher student engagement and satisfaction. Improvement in student performance indicators, such as course completion rates and academic achievements.</p>
<p>Curriculum Development and Review: Form curriculum review committees for updating and aligning programs with industry trends and academic standards. Incorporate interdisciplinary courses and skill-based modules into existing curricula. Establish mechanisms for regular feedback from stakeholders (students, alumni, employers) on curriculum relevance.</p>	<p>Curriculum Development: Updated and relevant curricula that better prepare students for current industry demands and future career opportunities. Positive feedback from stakeholders regarding the improved quality and relevance of academic programs.</p>
<p>Student Support Services: Strengthen counseling and mentorship programs for academic and personal support. Enhance career guidance and placement services through industry collaborations and internships. Implement measures to improve student retention and reduce dropout rates, such as academic advising programs.</p>	<p>Student Support Services: Enhanced student retention rates and decreased dropout rates due to improved support systems. Increased student participation in extracurricular activities and career development programs.</p>
<p>Research and Innovation: Facilitate research capacity-building workshops for faculty and students. Provide grants and incentives for collaborative research projects. Establish research clusters or centers to promote interdisciplinary research and innovation.</p>	<p>Research and Innovation: Growth in research output, including publications, patents, and funded projects. Recognition of the institution as a hub for research and innovation within the community.</p>
<p>Infrastructure and Facilities: Upgrade laboratory facilities and</p>	<p>Infrastructure and Facilities: Improved</p>

equipment to support experiential learning and research. Improve digital infrastructure for online learning and administrative purposes. Enhance library resources and access to digital databases and journals.

infrastructure and facilities leading to a more conducive learning and research environment. Higher satisfaction among students and faculty regarding access to modern facilities and resources.

13. Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

Name of the statutory body

Date of meeting(s)

Nil

Nil

14. Whether institutional data submitted to AISHE

Year

Date of Submission

2020

12/08/2020

15. Multidisciplinary / interdisciplinary

Creating a multidisciplinary approach to teacher training for women can be incredibly beneficial, as it equips them with a diverse set of skills and knowledge that are essential for their roles in education. Here's a plan of action for implementing multidisciplinary teacher training for women:

- 1. Identify Key Disciplines:** Determine the core disciplines that are essential for effective teaching and holistic development. This may include education theory and practice, linguistics, technology, and subject-specific content knowledge.
- 2. Curriculum Design:** Develop a curriculum that integrates components from various disciplines, ensuring a balanced and comprehensive approach to teacher training. Each module should incorporate theories, practical applications, and hands-on experiences relevant to teaching and learning.
- 3. Pedagogical Approaches:** Explore diverse pedagogical approaches and methodologies that support active learning, critical thinking, and inclusive practices. Encourage women to apply these approaches in their teaching practice and adapt them to different learning environments and student needs.
- 4. Technology Integration:** Incorporate training on educational technology tools and digital resources that enhance teaching effectiveness and student engagement. Provide hands-on experience with tools such as interactive whiteboards, learning management systems, and online resources for lesson planning and assessment.

5. **Gender Sensitization:** Include sessions on gender sensitivity and equity in education to empower women teachers to create inclusive and supportive learning environments.
6. **Personal and Professional Development:** Offer sessions on personal and professional development, focusing on areas such as communication skills, leadership, time management, and stress management.

16. Academic bank of credits (ABC):

Academic Bank of Credits (ABC) is a virtual/digital storehouse that contains the information of the credits earned by individual students throughout their learning journey. It will enable students to open their accounts and give multiple options for entering and leaving colleges or universities. There will be "multiple exits" & "multiple entries" points during the higher education tenure & credits will be transferred through the ABC seamlessly. ABC can be considered as an authentic reference to check the credit record of any student at any given point in time. Thus, the concept of ABC is fuel to boost the efficiency of faculty and help students embrace a multi-disciplinary educational approach. The idea is to make students "skillful professionals" and help their overall growth. The College is in the process of registering under the ABC and wants students to benefit from multiple entries and exists.

17. Skill development:

1. **Adaptability**-In this modern, digital age, teachers need to be flexible and able to adapt to whatever is thrown their way. Likewise, administrators are changing and updating expectations and learning standards. Whether it's to the way students learn, the behavior their classroom exhibits, or their lesson plans, being able to adapt is a skill that every modern teacher must have.
2. **Confidence**-Every teacher needs to have confidence, not only in themselves but in their students and their colleagues as well. A confident person inspires others to be confident, and a teacher's confidence can help influence others to be a better person.
3. **Communication**-Being able to communicate with not only your students but with parents and staff is an essential skill. Think about it: almost all of a teacher's day is spent communicating with students and colleagues, so it is crucial to be able to talk clearly and concisely in order to get your point across.
4. **Team Player**-Part of being a teacher is being able to work together as part of a team or a group. When you work together as a team, it provides students with a better chance to learn and have fun. Networking with other teachers (even virtually) and solving problems together will only lead to success. Doing so fosters a sense of community, not only in your own classroom but school-wide as well.

5. Continuous Learner -Teaching is a lifelong learning process. The world is always changing, along with the curriculum and educational technology, so it's up to you, the teacher, to keep up with it. A teacher who is always willing to go that extra mile to learn will always be an effective, successful teacher.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

1.Decisions about the budget, maintaining the accounts of all expenditure and preparing the audit report annually with the help of the accountant and the administrative staff is also accomplished by the Principal. For purchasing of books and other equipment we have a separate purchasing committee which decides and give final decision about the purchasing.

2. The Faculty members enjoy considerable autonomy in carrying out the academic activities. There are various committees formed by the principal for smooth transaction of academic activities in which faculties are included as the secretary and the members. These committees' works independently under the guidance of the Principal to plan and execute the different curricular activities.

3.Four cultural groups of the students under the guidance of a mentor teacher are given freedom to To achieve academic excellence through hard work critical thinking and effective decision.

4. To facilities learning among their pupils through responsible appropriate skills and methodologies, leadership under self service to community.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

1. **Defining Learning Outcomes:** In OBE, educators identify the knowledge, skills, and attitudes students should possess by the end of a course or program. These outcomes are specific, measurable, achievable, relevant, and time-bound (SMART), providing clear targets for both educators and learners.
2. **Aligning Curriculum and Assessment:** Curriculum and assessment are designed to align with the stated learning outcomes. This means that instructional materials, activities, and assessments are all aimed at helping students achieve the desired outcomes. Assessments are typically designed to measure whether students have met the specified outcomes.
3. **Student-Centered Approach:** OBE emphasizes the needs and abilities of individual students. It encourages personalized learning experiences tailored to students' interests, backgrounds, and learning styles. Students are often given more autonomy and responsibility for their own learning.
4. **Continuous Improvement:** OBE involves ongoing assessment and evaluation to ensure that students are making progress toward the desired outcomes. Feedback from assessments is used to adjust instruction and improve learning experiences.

20.Distance education/online education:

Describe any good practices of the institution pertaining to the Distance education/online education in view of NEP 2020. The pandemic has forced institutions to have a definitive program for online education. Our institution has used the opportunity and potential of our faculty and infrastructure in offering the courses through online platforms To conduct capacity building workshops involving linguistic experts and creating provision for installing language translation software in all the systems . Provide the details of the degree courses taught in Indian languages and bilingually in the institution. Innovative-A modern teacher is willing to try new things, from new educational apps to teaching skills and electronic devices. Being innovative means not only trying new things, but questioning your students, making real-world connections, and cultivating a creative mindset. It's getting your students to take risks and learn to collaborate with others

Extended Profile	
1.Student	
2.1 Number of students on roll during the year	50
File Description	Documents
Data Template	View File

2.2	55
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	35
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	50
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	50
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	50
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2. Institution	
4.1	3
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	15
Total number of computers on campus for academic purposes	
3. Teacher	
5.1	3
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File

Data Template	View File
5.2	7
Number of sanctioned posts for the year:	

Part B

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. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

1. Two year B.Ed. programme is comprised of three broad inter related curricular areas. It includes Perspectives in Education, Curriculum and Pedagogical Studies, Engagement with the field. All the courses include in built field based units of study and projects along with theoretical inputs from the interdisciplinary perspectives. Engagement with the field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. Transaction of the courses is to be done using a variety of approaches such as, case studies, group presentations, projects, and discussions on reflective journals, observation of children and interactions with the community in multiple socio cultural environments. We have deliberately discuss and distribute the Perspectives in Education courses according to the interest, aptitude and in-depth study and Vast experience of theory paper teaching. The total six courses begin from Childhood and Growing up to last one creating an Inclusive School. These courses to be transacted in two year period under the curricular area of Perspectives in Education. The Curriculum and Pedagogical Studies offers a study of the nature of disciplines, critical understanding of the school curriculum.

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

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 year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

C. Any 3 of the above

File Description	Documents
Data as per Data Template	No File Uploaded
List of persons who participated in the process of in-house curriculum planning	No File Uploaded
Meeting notice and minutes of the meeting for in-house curriculum planning	No File Uploaded
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	No File Uploaded
URL to the page on website where the PLOs and CLOs are listed	Nil
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	No File Uploaded
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	View File

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

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

11

File Description	Documents
Data as per Data Template	No File Uploaded
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

1.2.2 - Number of value-added courses offered during the year

0

1.2.2.1 - Number of value-added courses offered during the year

0

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

0

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

.0

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

One of the above

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

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

0

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

0

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

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 Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

The teacher -training institute teaching practice sessions conducted in-house as peer teaching, innovative teaching and internship programme prepares to master pedagogical skills to attain course outcome through planning, communicating and presenting at secondary level of teaching. Guest lectures expand the scope of disciplinary knowledge and understand their applications, to create a bridge between special schools and others, developing a sense of equity and inclusivity to nurture teachers ethically committed towards human values with a sense of respect for diversity. Our unaided College of Education on digital literacy that enables critical understanding of ICT, competency in integrating technological innovation into instructional design: flipped learning, designing online courses and developing

portfolio. Certificate course in Computers and ICT enhances skills in applications of different Google apps and other applications for effective online teaching. These courses to be transacted in two year period under the curricular area of Perspectives in Education. The Curriculum and Pedagogical Studies offers a study of the nature of disciplines, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning and research relating to different aspects of learning. It includes Language across the Curriculum, Understanding Disciplines and Subjects.

File Description	Documents
List of activities conducted in support of each of the above	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	No File Uploaded

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

Accordingly initiation range from single division schools to class division schools. According to the syllabus of B. Ed. From Mumbai University. 1st year, second semester internship activities are completed in three weeks where as 11 weeks in semester 3rd. The development of the school system is taught in the 2nd semester where the trainee teachers learn about various details of school administration. They also come to know about different committees involved in school functioning and about principles of inspection and supervision. School Visits during 2nd semester of the B.Ed. programme acquaints the trainee teachers with the real life functioning of the schools as maintaining registers, organizing cultural programs, implementing government schemes. In the 4th semester, the trainee teachers are made aware about the specifications and nuances related to an inclusive school. The college organizes lectures and talks by Headmistress/Headmaster and teachers from various schools following different boards of education. The functioning of various Boards of School Education are discussed by them through relevant examples. The students in their 4th semester learn about the functioning of various Boards of School Education and functional differences among them. The trainees also visit schools of different boards to complete a practicum under this paper. In the same paper the trainee teachers learn about the assessment systems of various boards under the above mentioned practicum.

File Description	Documents
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Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The institution tries to enable trainee teachers to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field. The trainee teachers are made aware about the process through which theoretical aspects of B.Ed. curriculum form the basic framework for practicum activities, and how practicum helps in self-experiencing and assimilating these theoretical concepts. Interconnectedness and interdisciplinary concepts are introduced early in the 1st semester through showing the connections between different branches of education. The trainee teachers are also made aware about interconnectedness between micro lessons, practice teaching and pedagogy where the former two are practical versions of the latter. Moreover, the concepts of child psychology taught in 1st semester and practice teaching taught in 3rd semester are interconnected, as trainee teachers should be aware about a child's mental state before transacting their lesson.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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 Students Teachers Employers Alumni Practice Teaching Schools/TEI

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed, action taken and available on website
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File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

50

2.1.1.1 - Number of students enrolled during the year

50

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	No File Uploaded
Any other relevant information	No File Uploaded

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

35

2.1.2.1 - Number of students enrolled from the reserved categories during the year

35

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	No File Uploaded
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	View File

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

0

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

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 Describe the assessment process 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, in not more than 100-200 words.

All students divided into four Houses called Kuls and three clubs - Science Club, Literature Club, Nature Club work under the students' council of our institution. We maintain transparency in all activities by involvement of stakeholders. By participating in various committees students get exposure of social and corporate atmosphere. It helps to develop leadership skills, team building, decision making, time management, self-discipline among the students and create robust managers for industry. It helps the institute to generate fresh ideas which infuses dynamism in the institute's academic environment. The initiation taken by the college has fruitful results. The representative students played an active role in the activities and the decisions taken by different committees of the college. There was the development of leadership qualities, confidence, sense of responsibility and active participation among the students. Maintain overall discipline in the campus. Facilitator between the students and college. Coordinate all extracurricular activities and biannual festival of the college. Raising funds whenever there is need to fulfill social responsibility. Plays a significant role as volunteers in conferences, workshops, sports events and other functions

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	View File

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed

All of the above

on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	No File Uploaded
Reports with seal and signature of Principal	No File Uploaded
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

Three of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	No File Uploaded
Reports with seal and signature of the Principal	No File Uploaded
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

15

2.2.4.1 - Number of mentors in the Institution

3

File Description	Documents
Data as per Data Template	No File Uploaded
Relevant documents of mentor-mentee activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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 Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

1 This college has imparted enough knowledge to the students in thirty six years and is working hard for their overall development. The human values inculcation itself is a core part of B.Ed. Curriculum. Library is the "Heart and Soul" of the Academic Institution and plays an important role for designing the career of students. The College has been keenly interested and devoted to develop its Library as a Learning Resource Centre. Cataloguing, Periodical Management, Stock verification,

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

4

File Description	Documents
Data as per Data Template	No File Uploaded
Link to LMS	https://mvpeducation.org.in/
Any other relevant information	No File Uploaded

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

50

File Description	Documents

Data as per Data Template	No File Uploaded
Programme wise list of students using ICT support	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Three of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

Work in teams: We provide opportunity to students to work in team in following manner. Teacher education course is a professional course. Its success is final outcome of team efforts. In the beginning they are divided into groups named KUL, then pedagogical subject groups, also Internship groups, Mentor mantee groups, for every different type of team there is different In charge Faculty who gives continuous guidance regarding work and does continual mentoring. All our practicum part is team centric so we plan successfully for team work and try to inculcate team values effectively. Dealing with student diversity Each and every student is a unique character. Unity in Diversity is our core value and specific characteristic our Indian culture . Ours is only Government College in Konkan reagon, students from far distances take admission to this Programme. Regional diversity is seen among the students. During teaching of various courses Teacher educators come to know about diversities like regional, lingual ,cultural among students which are again solved through guidance. Through mentoring even behavioral manarism is modified .

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Four of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

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

Teaching learning process in our institution is very dynamic. Creative, innovative in nature. Also thinking skills, life skills are nurtured. During the course there are many activities & programs which are theme- based, student centric & shouldered by students e-g, Co-curricular activities, KUL program, celebration of various days are conducted by students only. In charge faculty work as facilitator & suggest expected pattern & ask students to focus on objectives of the program. In some events there are competitions, plays, dramas elocution, essays etc. .Some students search books, discuss about theme, prepare plan, sometime write skit empathetically, most of the time it's a team work. Students are free to present their ideas innovatively. In charge faculty attend their rehearsals & give suggestions / feedback. All these activities & variety of programs give them opportunity to develop their thinking skill & strengthen various life skill - innovatively.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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 Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities with video graphic support wherever possibl	No File Uploaded
Any other relevant information	No File Uploaded

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 Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

Ten/All of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Reports and photographs / videos of the activities	No File Uploaded
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	View File

Any other relevant information	No File Uploaded
<p>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	All of the above
File Description	Documents
Data as per Data Template	No File Uploaded
Details of the activities carried out during the academic year in respect of each response indicated	No File Uploaded
Any other relevant information	No File Uploaded
<p>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 Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	Four of the above
File Description	Documents
Data as per Data Template	No File Uploaded
Samples prepared by students for each indicated assessment tool	No File Uploaded
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	No File Uploaded
<p>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and</p>	All of the above

offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

All of the above

File Description	Documents
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Data as per Data Template	No File Uploaded
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
Any other relevant information	No File Uploaded

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

Teachers training programme is incomplete without co-operation of schools. In this 2 years programme there are in all three internships (In semester II-3week, Semester III-11week, and in Semester IV-5 week) of total 19-week tenure spread over two years. As ours is only reputed Government college from 1965 all the schools in the vicinity are cooperative to us. Most of school teacher in this region are our alumni. The Internship In charge faculty decide number of schools required for Internship and communicate with them. He/She checks their schedule with ours and verifies that it doesn't clash with our Internship schedule. Students are divided in equal numbers. care is taken that every group has all school subjects students.. One faculty member is assigned to one group. 1.Orientation to school principal/teachers Once the school group and In-charge faculty is decided Official letters of commencement of Internship are sent to the School Head Masters. On first day of Internship, faculty member along with its Internship group go to the school meet the Head Master, Supervisor and plans all internship activities. This includes planning of lessons to be taken by our students, and their other activities. (which differ internship wise).

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	View File

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

50

File Description	Documents
Data as per Data Template	No File Uploaded
Plan of teacher engagement in school internship	No File Uploaded
Any other relevant information	View File

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning - home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports

Nine/All of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Sample copies for each of selected activities claimed	No File Uploaded
School-wise internship reports showing student engagement in activities claimed	No File Uploaded
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

During these Internships all the stakeholders are involved and their roles are stated properly. In first Internship there is concept of 'Shadowing of school teachers' where trainee teachers observe lessons closely. They observe their technique, method of teaching, skill of class control and discuss with them about lessons. Whereas in III semester they also share lesson with those experienced teachers under concept of 'co-teaching'. Students come in contact with teachers, take content units for their lessons from relevant subject teacher. Seek guidance from them, observe them, interact with them about teaching and subject informally. this is how school teachers are involved. Peers: Students are in constant touch with their seniors as well as peers. In first Internship there is one activity called 'observation of lessons taken by peers' generally when senior having next internship first year students have their first internship and get opportunity to observe their lessons Or they observe lessons of their own peers with different pedagogical subjects.

File Description	Documents
Documentary evidence in support of the response	No File Uploaded
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

All of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	No File Uploaded
Two filled in sample observation formats for each of the claimed assessors	No File Uploaded
Any other relevant information	No File Uploaded

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

Five of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	No File Uploaded
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

4

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	No File Uploaded
English translation of sanction letter, if it is in regional language	No File Uploaded

Any other relevant information	No File Uploaded
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2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

02

File Description	Documents
Data as per Data Template	No File Uploaded
Certificates of Doctoral Degree (Ph.D) of the faculty	No File Uploaded
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year

15

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

60

File Description	Documents
Copy of the appointment letters of the fulltime teachers	No File Uploaded
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words

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

2 year B.Ed course stated 2015-17 as per NCTE guideline. As according to the guidelines of NCTE, University of Mumbai framing syllabus of Bed (Regular) two year course. In syllabus the innovations with its implementation program already given by the university. Our Institution adopted & enacted Regionously within the semester. The learner centered education teacher educators use appropriate methodologies such participative learning experiential teaching learning and collaborative learning mode facilitates effective teaching learning. In teacher education program focus to enhance the competencies & Skill development through syllabus to challenge the 21st century today. The teacher educators focus to enhance soft skill like communication skill, leadership management, technological skill, decision making, problem solving techniques through various courses like project based courses internship program, cocurricular activities, community work etc. So teacher educators are also used and professionally develop blended mode and multimode teaching learning.

File Description	Documents
Documentary evidence to support the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

When the theory part is started - teacher educators give the assignment to the student teachers. Teacher guides give guidance for completion of the assignment - (theme of assignment, how to collect the data, how to write & present the assignment etc.) student teachers submitted the assignment for giver when announcement the date. After submission teacher educators assess and give feedback to every student-teachers. After completion of some theory part essay writing is held of annual planning in each semester. one Broad question & two short notes are the nature of - essay writing. According to that nature one question is given to the student - teachers for essay writing of announcement of the date Examination department conduct the essay writing programme After completion of essay writing teacher - educators Evaluates the papers & give They shows the papers of every student teachers & given guidance & counselling to slow learners & advance learners. After completion of theory part class test is held of annual planning in each semester

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	No File Uploaded
Annual Institutional plan of action for internal evaluation	No File Uploaded
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded

Any other relevant information	No File Uploaded
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2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

The college displays on notice boards the internal examination schedules well in advance. Tentative schedule is published in Annual Planning. The Exam departments communicate /declare the pattern of the scheduled test in advance. The examination section of the college sees to it that the marks submitted to University web portal and submitted to university examination section in hard copy. In case of the external evaluation pattern of the university, the marks of internal evaluation are communicated to the students along with corrections/suggestions for improvement. Where ever the external internal pattern is applicable, the corrections/suggestions are communicated to the students for the sake of improvement insucceeding tests. There is at least one internal class test, essay writing and assignments per semester. Generally this test is conducted centrally on lines of the external exam of the university. The pattern of essay writing is one broad questions & two short notes are in include. The format of internal class test is related to university exam. Participation and performance in various academic, cultural, research activities and other competitions is also a means of internal evaluation.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

We fix the essay dates first. For essay test two questions are given. In this q.1 is descriptive questions, q.2 is short answer questions. It is given according to the syllabus. From the syllabus some questions are given a week before the test, so that students could prepare for the test. While preparing for the exam, students visit library for reference books how to prepare for the test. Some students write the answers and get checked from the professor and they both discuss about it. Hence students understand and prepare accordingly for the test. After the date confirmation of essay writing exam, exam department head give questions to the subject and select question by a lottery method. Chosen that can be completed within 30 minutes. After the exam, within a week professor check the papers and you students where the students could see their mistakes. Professor also discuss about the mistakes done improvement is needed in this students get feedback and can improve themselves. When the college begins the syllabus, assignments is discuss with all the students. For every

course module 1, 2 assignments are there. Students choose assignments according to their preference and complete it and the report is presented.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

Educational video direction, workshop includes 2 days sessions includes training for use of various applications in mobile are organized so that student teachers are introduced to need new technology's and games kills to use them in classroom teaching including creating Educational videos use of YouTube, uploading videos on YouTube provides training in sound, music, color. It is very useful for student teachers for online teaching learning. During period Technology skills during this period the college organize a special smart teacher action session for student teachers in Association with MKCL. The session was very beneficial for teaching and learning as the students who had poor or no Technology scheme where exposed to Technology skills. Expert guides especially School our teachers are invited for board writing and calligraphy workshop from how to clean the blackboard the practice of the blackboard writing and letter writing is given to the student teachers by considering various aspects issues of blackboard writing so it helps to build the skills of cleanliness and neatness etc. in students

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	No File Uploaded
Result sheet for each year received from the Affiliating University	No File Uploaded
Certified report from the Head of the Institution indicating pass percentage of students program-wise	No File Uploaded
Any other relevant information	No File Uploaded

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

The beginning of every activity is always start with objective implement after implementation professor discuss about it with them hence this helps students to prepare for next activity all activities are carried out in a group therefore professor get to know about the ability of each student and CLO and PLO are achieved. In the practical project base course internship program is a important part first year 2nd semester 3 week s 5 y 3rd semester 11 weeks and 4th semester 5 weeks internship is carried out in total 19 weeks internship is carried out. Internship includes observing lessons from experienced teachers, Observing lessons from peers preparing for lectures and completing observing school activities and participating in activities Preparation by taking guidance from the mentors and rehearsing and completing the lessons in this way the professor gives feedback on the lesson. It is helpful for next lesson. It is used to reduce the deficiency the effort is made and it helps to develop the teaching skills. understand so that this helps to experience teachers in lesson preparation helps in developing explanation.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	View File

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

45

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	No File Uploaded
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	No File Uploaded
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

The college organizes various activity sessions in the annual planning to develop professionally desirable competencies. It includes microteaching workshop, internship preparation session, lesson planning, and writing session, educational tool creation

workshop, action research workshop, unit test planning workshop and in these sessions, objectives are set. In micro teaching activity sessions, teaching skills such as Introduction, reinforcement, explanation, questioning, writing, Bridge lesson skills are practiced in small groups. In this method feedback is taken at every step. The college has started organizing microteaching activity sessions from the academic year 2021- 22. In internship preparation session, objectives of all activities, national education policy, core elements, values, life skills, Bloom classification of objectives of education, general and specific objectives of lesson, various teaching skills and techniques methods of teaching etc. are introduced to the student teachers. In lesson planning of 30 -35-minute lesson, selection and analysis, lesson writing in 5 steps as a lesson objectives, introduction, purpose, narration, summary and conclusion. Also assessment and homework, lesson observation (18 points) are introduced to the student teachers

File Description	Documents
Documentary evidence in respect to claim	No File Uploaded
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

98.25

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File

Any other relevant information	View File
<p>3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research</p>	
File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File
<p>3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports</p>	One of the above
File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	View File
3.2 - Research Publications	

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

5

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
Any other relevant information	No File Uploaded

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

0

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
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	No File Uploaded
Any other relevant information	No File Uploaded

3.3 - Outreach Activities**3.3.1 - Number of outreach activities organized by the institution during the year****3.3.1.1 - Total number of outreach activities organized by the institution during the year**

6

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

3.3.2 - Number of students participating in outreach activities organized by the institution during the year**3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year**

50	
File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	No File Uploaded
Report of each outreach activity with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

50

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

50

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

An outreach program in learning institute aims to help, uplift, and support those who are deprived of few services and rights. It involves giving teaching as well as learning, social planning, health and hygiene support for their welfare. Any program must be organized to use resources and aid to fulfill a goal. Successful community outreach programs must plan projects to be carried out. The leaders take charge of promoting, searching for donors and volunteers and recording details about the outreach. Planning programs for the community service can help the B.Ed students to help to solve a greater need of social issues. Although main purpose is to help achieve a goal for the greater good. This is done by choosing a specific group or community place, analyzing their needs on various issues and then building a program to help them in learning, recovering or becoming self-sufficient as far as possible.

File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded

Report of each outreach activity signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

0

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

0

3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year

0

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage - exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

0

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching

None of the above

/internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

File Description	Documents
Data as per Data Template	No File Uploaded
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

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 Describe the adequacy of facilities for Teaching -Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

The college has necessary physical infrastructure facilities as per NCTE norms to run the B.Ed. Program. The following facilities are available in the infrastructure allocation of the institution classroom teaching, laboratory, library with reading facilities, ICT facilities, separate common rooms for boys and girls, toilet facilities for the staff and students on every floor, store room facilities, Health and Physical Education room, Seminar room, Method rooms, Principal's office with attached toilet, office room, Multipurpose Hall etc. Nowadays faculty and Students both are using android mobiles for simulated - teaching, micro - teaching and lesson planning to keep pace with the academic growth. Besides this, faculty frequently use Power- point, various multi-media, transparencies and other innovative methods to make the teaching and learning process more effective.

File Description	Documents
List of physical facilities available for teaching learning	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

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

11

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	No File Uploaded
Link to relevant page on the Institutional website	https://mvpeducation.org.in/
Any other relevant information	View File

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

4

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	No File Uploaded
Any other relevant information	View File

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 Describe the features of Library Automation in not more than 100 - 200 words.

hich is an Open Source Integrated Library Management System. It has full catalogue module enabling library staff to capture complete details of all the library items. The Catalogue module provides a clear and simple interface for library users to check the availability and status of all library items through different approaches like author, title, subject, accession number, editor etc. The users (staff and students) themselves can check the complete records of their respective circulation (issue and return) of books over a span of time with the help of user name and password provided to them by the library staff. This software will also help to generate different types of reports and maintain statistics for the library. Principal of the college has already taken a review of the plan regarding library automation. This college has imparted enough knowledge to the students in thirtysix years and is working hard for their overall development

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	https://mvpeducation.org.in/
Any other relevant information	View File

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

Shivaji university, Kolhapur for obtaining Shodhganga facility from the university during the period 2017-19 . During this period the students and the college faculties used this facility to get the online books, reference material as well as research material . The college intends to renew the shodhganga facility from Shivaji university. This college does have NewGenLib software OPAC remote access in the library. The remote access in library means the students and the teachers can access the library content college library working time and from college library . There are many ways to enable remote access for your users, and many institution already have such mechanism in place .

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

One of the above

File Description	Documents
Data as per Data template	No File Uploaded
Receipts of subscription /membership to e-resources	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

0.1

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	No File Uploaded
Any other relevant information	View File

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

56

File Description	Documents
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 academic year with seal and signature of both the librarian and principal	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://mvpeducation.org.in/
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Any other relevant information	View File

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

ICT (Information and Communication Technology) facilities is crucial for staying current with technological advancements and ensuring smooth operations within an institution. Such updates often include upgrading hardware like computers, servers, and networking equipment, as well as updating software systems to improve efficiency, security, and functionality. It's a significant investment that can have a positive impact on productivity, communication, and overall performance.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	No File Uploaded

Any other relevant information	View File
4.3.2 - Student - Computer ratio during the academic year	
1 : 5	
File Description	Documents
Data as per data template	No File Uploaded
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded
4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS
File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
Any other relevant Information	View File
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	Three of the above
File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	https://mvpeducation.org.in/
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	https://mvpeducation.org.in/
Any other relevant information	View File
4.4 - Maintenance of Campus and Infrastructure	
4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)	

0.05	
File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	No File Uploaded
Any other relevant information	No File Uploaded

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 Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place Response: Admin. Department of the Institute looks after the infrastructure of classroom, maintenance and repairs of Institute Infrastructure. office Department, oversees the job at the next level. The admin head is accountable and acts as the supervisor who organizes the workforce effectively, maintaining duty files that contain details of their individual floor-wise duties, scheduling, leave etc. The maintenance officer conducts daily checks to ensure the infrastructure's efficiency / working condition. Adequate in-house staff is employed to maintain meticulous on-campus hygiene, cleanliness and infrastructure to provide a comfortable learning environment. Classrooms, staff rooms, seminar rooms, IT labs, etc. are regularly cleaned and maintained by service and housekeeping staff assigned to each floor. In each room, dustbins are kept. A full-time gardener keeps the campus Green Cover intact.

File Description	Documents
Appropriate link(s) on the institutional website	https://mvpeducation.org.in/
Any other relevant information	View File

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 Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-

One/Two of the above

content development Online assessment of learning	
File Description	Documents
Data as per Data Template	No File Uploaded
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	No File Uploaded
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	View File
<p>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</p>	Nine or more of the above
File Description	Documents
Geo-tagged photographs	No File Uploaded
Any other relevant information	View File
<p>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</p>	A. All of the above
File Description	Documents
Data as per Data Template for the applicable options	No File Uploaded
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File

Any other relevant information	View File
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Four of the above

File Description	Documents
Data as per Data template	No File Uploaded
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	No File Uploaded
Any other relevant information	View File

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
25	50

File Description	Documents
Data as per Data Template	No File Uploaded
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	No File Uploaded
Any other relevant information	View File

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

15	
File Description	Documents
Data as per Data Template	No File Uploaded

Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	View File

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

5

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

In our institute student council is active and plays a proactive role in institutional functioning. For every 2 year batch of B.Ed program student council is formed. It is regular practice of the institute to take counsel into confidence and planning for activities. Council members work as a catalic agent, they put forth issues of students before faculty and principal and and planning done in the council meeting conveyed to students. Many times they convince students motivate them to participate in activities. Few activities like celebrating National days and annual gathering are shouldered by Council members. Student Council is always decision making in our Institute. Firstly we make an annual plan and tentative academic calendar for semester wise of the whole year, schedule (Annual Planning) and time table to organize and achieve on the aims and objectives and effective implementation of curriculum (syllabus), evaluate it time to time and if needed it is also revised. For example : 1. College Information 2. Orientation 3. Workshop 4. Teaching and Learning 5. Practice Teaching 6. Essays

File Description	Documents
Copy of constitution of student council signed by the Principal	No File Uploaded
List of students represented on different bodies of the Institution signed by the Principal	No File Uploaded
Documentary evidence for alumni role in institution functioning and for student welfare	No File Uploaded
Any other relevant information	View File

5.3.2 - Number of sports and cultural events organized at the institution during the year

4

File Description	Documents
Data as per Data Template	No File Uploaded
Reports of the events along with the photographs with captions and dates	No File Uploaded
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	View File

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

1.Arranging talent search competition for Primary and Secondary students at District Level 2.Arranging blood donation and free health checkup camp at district level (Date- 18 January 2020) 3.Resource persons provided for houses and clubs collegiate programme 4.In the meeting of Alumni association discussed on improvement of college 5.Some of the alumni members provided their services as resource persons in the various activities/ training. Program organized by the institution. 6.Arranging sport competition for primary and secondary teachers at District level.

File Description	Documents
Details of office bearers and members of alumni association	No File Uploaded
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	View File

**5.4.2 - Alumni has an active role in the regular institutional functioning such as
Motivating the freshly enrolled students
Involvement in the in-house curriculum development
Organization of various activities other than class room activities
Support to curriculum delivery
Student mentoring
Financial contribution
Placement advice and support**

Three/Four of the above

File Description	Documents
Documentary evidence for the selected claim	No File Uploaded

Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	No File Uploaded
Any other relevant information.	View File

5.4.3 - Number of meetings of Alumni Association held during the year

4

File Description	Documents
Data as per Data Template	No File Uploaded
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	No File Uploaded
Any other relevant information	View File

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. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

To promote the campus placements through the old students working in reputed industries in India and abroad . · To get the valuable advices of the Alumni in the overall development of the college. · To arrange seminars, debates, workshops and also to arrange cultural and social welfare programs. · To provide financial assistance to the needed alumni members pursuing higher studies based on merit. · To arrange donations to the poor students either by way of cash or kind for their education purpose. · To maintain libraries, reading rooms, lecture halls, training center's etc. useful to the members of the Association. · To arrange teaching and training classes to the students studying in the college and also to the members to upgrade technical and general skills. · To gather and maintain database of employment information and to assist the members in securing suitable jobs

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	View File

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 Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

As ours is teachers training Programme the entire programme is based on participatory mechanism. From day one students are trained to participate in Paripath (daily prayers) which slowly induce confidence among them. During paripath entire group come forward and they present different aspects of paripath. There is rotation so that every student gets opportunity to handle every aspect and this induces confidence among students. This entire thing is planned before,hence they get chance to practice and prepare. many cocurricular activities are carried out throughout the year and those activities are shouldered by students only.they plan,communicate ,coordinate and execute entire activity.One professor in charge is there to guide them. every student contributes his best to those activities, someone prepares Invitation card,or someone makes chart, some students draw Rangoli, or someone writes on board,some give speech or few participate in drama,

File Description	Documents
Vision and Mission statements of the institution	No File Uploaded
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	View File

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The Institutional administration is participatory and decentralised. First of all, the administrative work and Teaching Workload is distributed among all the staff members Senior staff member gets Important folio. Generally, this distribution of work is done for two semesters, the teachers are appointed as the members of these committees/work by taking into account their interests and abilities. Every faculty member handles given folio under the able guidance of Principal. This is how administrative work is carried out in decentralized manner. Another decentralization is at students level. Being teacher training institute our objective is to enable students to play various roles in school, or college and society. Apart from teaching they will be organizing various programs, conducting exams, part of administrative work, inculcating values among their students,

File Description	Documents
Relevant documents to indicate decentralization and participative management	No File Uploaded
Any other relevant information	View File

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

Transparency in all aspects is our Identity. We have to claim all our financial needs .Our organization releases grants time to time and we have to use it within stipulated time. Students fees are deposited in college account. Scholarships are directly credited to students accounts and few are receive to college which are transferred to students account. Record of every penny is maintained. Received grant is used to purchase required amenities. Meetings are conducted and desired purchases are put before the members their consent is taken , Purchase committee is there to buy anything. The academic calendar and the syllabus is prepared yearly. The academic calendar and the syllabus is prepared yearly. An induction program is conducted to familiarize the students with academic rules and regulations. The college discharges its functions through an elaborate system of various committees and bodies. Multiple modes of internal assessment and evaluated internal answer sheets are shared with the students. Remedial sessions for improvement are in place. Provision for re - evaluation of answer scripts at the semester end examinations is available.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	No File Uploaded
Any other relevant information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

Alignment with Educational Standards: Action Steps: Ensure that the strategic plan aligns with national and regional educational standards for teacher training. Incorporate elements that address emerging trends and changes in the education sector. 2. **Professional Development Focus: Action Steps:** Develop a plan for continuous professional development for faculty, ensuring they are equipped with the latest teaching methodologies and technology. Integrate opportunities for research and publication to enhance the academic profile of the faculty. 3. **Community Engagement and Partnerships: Action Steps:** Establish partnerships with local schools, educational organizations, and communities. Incorporate community-based learning experiences for teacher trainees. 4. **Technology Integration:**

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://mvpeducation.org.in/

Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	View File

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. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The decision-making procedures are made at appropriate levels in the organizational hierarchy. Planning and Review is transacted under the watchful eye of the IQAC. The college administration has a network of advisory, executive and supervisory bodies The college organogram is as attached We have following institutional bodies named as College Development Committee (CDC is constituted as per the Maharashtra Universities Act of 2016, IQAC (Internal Quality Assurance Cell), Internal Complained Committee, (ICC), Backward class Cell, Anti Ragging Committee, RTI Cell, Alumni Committee, District Planning Development Committee, Library Committee, College Website Committee. They are informed their role and responsibilities. Chairperson of the committee explain rules and procedure. For most of the Committees no separate appointments are made, available administrative setup is provided. College Development Committee is the policy making body which monitors the entire academic and administrative functioning of the college on behalf of Governing body. It is also a grievance redressed body. T

File Description	Documents
Link to organogram on the institutional website	https://mvpeducation.org.in/
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation
 Planning and Development Administration
 Finance and Accounts Student Admission and Support Examination System
 Biometric / digital attendance for staff
 Biometric / digital attendance for students

Three/Four of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision

based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The curriculum development process is a multi-step, ongoing cyclical process which is carried out in a planned and systematic manner. There are many academic and administrative bodies, committees functioning in our institution. Some Administrative committee are named as Internal Quality Assurance Cell (IQAC) , College Development Committee (CDC) ,Grievance Redressal cell, Women Development cell, Anti Ragging Committee, BC Cell , Health and Hygiene committee, Writing off Committee etc all these committees have at least one meeting in a year. Along with these, there are few academic committee like Student Council ,Planning is done Issues are discussed and resolved and minutes are kept. decisions are conveyed and implementation is done accordingly. As ours is a small unit same people, faculty members are there in different committees, certainly, the effectiveness of various bodies, cells, and committees within a teacher training college is often reflected in the minutes of meetings and the successful implementation of their resolutions.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	No File Uploaded
Action taken report with seal and signature of the Principal	No File Uploaded
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

Planning is done Issues are discussed and resolved and minutes are kept. decisions are conveyed and implementation is done accordingly. As ours is a small unit same people, faculty members are there in different committees, hence it becomes easy to communicate each other and implement decisions successfully. Congenial atmosphere in the staff room. Recreational programmes organized by the management for the well-being of the staff. Spiritual nourishment is provided through assembly, celebrations prayer meetings and so forth. Library resources, journals, other materials required from outside the college are all made available for the staff to enrich their content . The institution conducts seminars for improving the competencies of the teacher educators. The institution invites experts from different fields to conduct workshops, guest lectures, seminars, symposiums and conferences. Extension lectures on research methodology and in house elaborate study on NEP 2020 and attending the same conducte

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File

List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

0

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
Certificate of membership	View File
Income Expenditure statement highlighting the financial support to teachers	View File
Any other relevant information	View File

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

0

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

6.3.4 - 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

0

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

Implementing a performance appraisal system for teaching staff is a valuable practice for ensuring the quality of education and fostering continuous improvement. Here are key components and considerations for designing and implementing an effective performance appraisal system for teachers in a teacher training college:

- 1. Clear Objectives:** Define the specific objectives of the performance appraisal system. Is it primarily for professional development, accountability, or a combination of both?
- 1. Criteria and Standards:** Clearly articulate the criteria and standards against which teachers will be evaluated. This may include teaching effectiveness, curriculum development, student engagement, and contributions to the institution.
- 1. Regular Evaluation Cycles:** Establish a regular schedule for performance evaluations. Annual reviews are common, but more frequent check-ins or mid-year reviews can provide timely feedback.
- 1. Multifaceted Evaluation:** Include a variety of assessment methods, such as classroom observations, student evaluations, self-assessments, and portfolio reviews, to provide a comprehensive view of a teacher's performance.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	No File Uploaded
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	No File Uploaded
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

Conducting internal and external financial audits is a standard practice for institutions to ensure financial transparency, compliance with regulations, and the accuracy of financial reporting. Here's an overview of internal and external financial audits:

- 1. Internal Financial Audit:**
 - Purpose:** An internal financial audit is conducted by internal auditors within the organization. The primary purpose is to assess and improve the effectiveness of risk management, control, and governance processes.
 - Scope:** Internal audits may cover various financial processes, including budgeting, accounting, financial reporting, and compliance with internal policies and procedures.
 - Frequency:** Internal audits are typically conducted periodically, and the frequency may vary based on the size and complexity of the institution.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	No File Uploaded
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded

Any other relevant information	View File
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6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

0

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

Optimal utilization of resources is crucial for the success and sustainability of any institution, whether it's a business, educational organization, government agency, or non-profit. Implementing effective strategies ensures that resources, including financial, human, and technological, are used efficiently to achieve the organization's goals. Here are some institutional strategies for optimal resource utilization:

- Strategic Planning:** Develop a comprehensive strategic plan that aligns with the institution's mission and goals. Clearly define objectives and priorities to guide resource allocation.
- Resource Assessment:** Conduct regular assessments of available resources, including financial, human, and technological assets. Identify strengths, weaknesses, opportunities, and threats (SWOT analysis) to inform resource allocation decisions.
- Budgeting and Financial Management:** Implement effective budgeting processes to allocate financial resources efficiently. Monitor expenses and adjust budgets based on changing priorities and financial performance.
- Technology Integration:** Embrace technology to enhance efficiency in operations and decision-making.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

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 Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The IQAC cell makes assessment of different aspects of the functioning of the college, and monitors their functioning. It gives suggestions from time to time i.e. from beginning to the end of the course. This cell also examines and addresses the suggestions received through different modes such as verbal, communicated or through Suggestion Box and allied channels. Its major activities include Institutionalization of number of quality assurance strategies was planned and executed by the college IQAC in the third cycle period. They include automation of systems, inculcation of research culture among students, women empowerment activities. In teacher education institutes like ours, which speak about ethics values and skills we also try to inculcate those things among students. It maintains a record of minutes of meetings and present it before the principal and management. It promotes use of modern methods of teaching and also initiates various value-added courses. IQAC encourages the teachers to send proposals for research projects in the field of education. It organizes seminars, workshops and training programmes throughout the session.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	No File Uploaded
Any other relevant information	View File

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

The IQAC of the college has devised several mechanisms to review the effectiveness of the teaching learning process, structures and methodologies of operations in the institution and strived hard for its reforms. Discussion of syllabus, examination pattern and the PSOs and COs in the classrooms at the beginning of the academic session helps create a clear perspective regarding the curriculum . Being Teachers training college all faculty members are aware of various methods of teaching their pedagogical subjects to diversify the teaching methodologies used by the teachers in their day to day teaching practices. The most commonly used methods are projects, internship, field visit and ICT based teaching including LMS like Google Classroom . The teachers maintain their diaries that are periodically checked by respective vice-principals. It helps in monitoring the quality and progress of the teaching-learning process Semester end review of syllabus completion report by each teacher is taken through staff meeting which is another mechanism of monitoring the teaching learning process. The academic audit, both internal as well as external helps to know the shortcomings/suggestions for bringing quality in academic matters of the institution.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	No File Uploaded

Any other relevant information	View File
6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year	
5	
File Description	Documents
Data as per Data Template	No File Uploaded
Report of the work done by IQAC or other quality mechanisms	No File Uploaded
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	No File Uploaded
Any other relevant information	View File
6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF	Three of the above
File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	https://mvpeducation.org.in/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://mvpeducation.org.in/
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	View File
6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each	

Compare the institution's academic performance with industry benchmarks or standards. Identify areas where the institution excels and areas that require attention based on benchmarking results.

1. Student Feedback and Surveys: Gather feedback from students through surveys and focus groups. Use this feedback to understand the student experience, identify areas for improvement, and assess the impact of changes.

1. Faculty Input and Professional Development: Involve faculty members in the assessment process. Provide professional development opportunities for faculty to enhance teaching methods, curriculum design, and assessment strategies.

1. Learning Outcomes Assessment: Regularly assess learning outcomes to ensure that students are achieving the intended educational objectives. Use assessment data to make adjustments to curriculum and teaching methods.

1. Technology Integration: Monitor the integration of technology in academic processes. Assess the impact of technology on student engagement, accessibility, and learning outcomes.

1. Quality Assurance Processes: Ensure that quality assurance processes, including accreditation standards, are regularly reviewed and met. Use external evaluations to gain insights into areas for improvement.

1. Continuous Improvement Culture: Cultivate a culture of continuous improvement where faculty and staff are encouraged to propose and implement changes. Recognize and celebrate incremental improvements to boost morale and motivation.

File Description	Documents
Relevant documentary evidence in support of the claim	No File Uploaded
Any other relevant information	View File

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 Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

An institution's energy policy plays a pivotal role in shaping its commitment to sustainability and responsible resource management. In today's world, where energy consumption is a critical concern due to environmental issues and resource depletion, institutions must adopt comprehensive energy policies that prioritize conservation and the utilization of alternate energy sources.

*Introduction: The institution recognizes the imperative to address energy consumption and environmental sustainability. This Energy Policy serves as a guiding framework for energy conservation and the integration of alternative energy sources into our operations.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

The Institute has a policy whose underlying philosophy is sustainable waste management by increasing resource efficiency and harmonizing the relationship between society, environment and economy. The College plan of action includes an essential role in sustainable development by not only preparing student teachers for professional success but also by harbingering in them a civic duty as citizens of the society. The policy provides potential for community engagement and self-development through teaching, research and outreach programs. The College itself is experimental lab of sustainable culture. The curriculum includes cores related to environmental studies at both undergraduate and post-graduate studies.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	View File

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

Two of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

**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**

Two of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Our institution places utmost importance on cleanliness and sanitation. Regular cleaning schedules, waste disposal management, and hygiene awareness campaigns are integral parts of our strategy. We maintain clean classrooms, hostels, and public areas, fostering a conducive learning environment. Sufficient equipment like brooms, wipers are made available to use for the cleanliness work. Dustbins are kept in each classroom, office, staff cabins, library, language lab, passages etc. Additionally, sanitation facilities are well-maintained and easily accessible to all, ensuring the well-being of our students and staff. Such efforts contribute significantly to the overall aesthetics and health of our campus. To sanitize the washrooms (toilets); disinfectants are made available by the institution. One maidservant is appointed to clean the toilets. All the washrooms are cleaned every day. To maintain the cleanliness in the washrooms; sufficient water supply is made available. Computers, key boards, mouse and other accessories related to the electronic devices are cleaned delicately by using brush to prevent from damage. The material kept in the Psychology lab, Sports room and Musical instruments are cleaned regularly by our peons so that students can make use of it whenever required.

File Description	Documents
Documents and/or photographs in support of the claim	No File Uploaded
Any other relevant information	View File

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

Two of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	View File

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

0

File Description	Documents
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Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

Local environment knowledge encompasses the wisdom and insights that community members through generations of living in a particular area . As a part of B.Ed. curriculum students have to visit to the private orchards and cold storage unit to complete their sessional work given in course-3 'Understanding Disciplines and Subjects' . So it has been decided that students will visit nearby orchards and cold storage units to get the information required. Every year institution provides them letter regarding the permission and help for the students. Students prepare a questionnaire to collect the necessary information regarding the above mentioned places. Accordingly they collect the valuable information related to orchards and cold storages. In the academic year 2018-2019 our institution has planned various expert lectures on different occasions such as International Yoga Day, Hindi Day etc. Through the expert lectures they got valuable information regarding the respective topics. The resource persons were of local areas.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

B. Any 3 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File

Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

Different programmes are organized in colleges every year, like Reading Inspiration Day, International Millet Year, Plastic Free Mission, Health Camp, Guidance and counseling lecture on sexual harassment, slogan competition, millet recipe competition, international science day poster presentation, Marathi rajbhasha din Kavya Vachan, workshop on TET,CTET,TAIT,Celebration of birth and death anniversaries of ideals, Aazadi ka amrut mahostav. Various and innovative programs of this kind are implemented in the college

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

The institution through environmental education, clean and green campaigns, preservation of natural wealth, challenging inclusiveness, hand holding women in crisis, services during national calamities, networking with schools and community for 'Back to School Programme', Participating in Active farming involving in Human Rights Day, Women's Day, Communal Harmony and incorporating all these sensitive issues as value based lessons to cultivate tolerance and love among the teachers' Resource persons, Shivaji University, Kolhapur, faculty from colleges of education, principals and staff from cooperating schools are invited for seminar, workshops and conferences. Benefits of sharing expert advise from the university is possible for it is situated at a closer distance. Faculty visits the university for declaration of results and seek clarifications in any areas of administration and academics. The playground are utilized for purposes of sport and games. At times the spacious halls are used for large scale events. Students and staff have the usage of an in-house gymnasium furnished with exercise necessary equipment. Adjacent to the

college is a site – Sacred Space wherein cultural exhibitions, mental and physical well-being activities are held. Travelling agencies and immigrations consultants are some of the much needed resources available on the same street as the college for instant bookings on emergency.

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