



## YEARLY STATUS REPORT - 2023-2024

### Part A

#### Data of the Institution

<b>1.Name of the Institution</b>		KDMGS NANASAHEB DR UTTAMRAO MAHAJAN COLLEGE OF EDUCATION KARGAON TAL CHALISGAON DIST JALGAON
• Name of the Head of the institution	DR CHHAYA SHANKARRAO GADWE	
• Designation	IN-CHARGE PRINCIPAL	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	9511664871	
• Mobile No:	9511664871	
• Registered e-mail ID (Principal)	chhayagadawe04@gmail.com	
• Alternate Email ID	udmbed2011@gmail.com	
• Address	KARGAON DHULE ROAD CHALISGAON TAL CHALISGAON DIST JALGAON	
• City/Town	CHALISGAON	
• State/UT	MAHARASHTRA	
• Pin Code	424101	
<b>2.Institutional status</b>		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Co-education	

**Annual Quality Assurance Report of KDMGS NANASAHEB DR UTTAMRAO MAHAJAN COLLEGE OF  
EDUCATION KARGAON TAL CHALISGAON DIST JALGAON**

• Location	<b>Rural</b>												
• Financial Status	<b>Self-financing</b>												
• Name of the Affiliating University	<b>KAVAYITRI BAHINABAI CHAUDHARI NORTH MAHARASHTRA UNIVERSITY JALGAON</b>												
• Name of the IQAC Co-ordinator/Director	<b>PROF SANTOSH YADAV KOLI</b>												
• Phone No.	<b>9960932110</b>												
• Alternate phone No.(IQAC)													
• Mobile (IQAC)	<b>9960932110</b>												
• IQAC e-mail address	<b>sykoli1985@gmail.com</b>												
• Alternate e-mail address (IQAC)	<b>udmbed2011@gmail.com</b>												
<b>3.Website address</b>	<a href="https://www.ndumbedcollege.co.in/index.html">https://www.ndumbedcollege.co.in/ index.html</a>												
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://www.ndumbedcollege.co.in/data/MHCOGN114130%20SSR%2027.7.23.pdf">https://www.ndumbedcollege.co.in/ data/MHCOGN114130%20SSR%2027.7.23 .pdf</a>												
<b>4.Whether Academic Calendar prepared during the year?</b>	<b>Yes</b>												
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://www.ndumbedcollege.co.in/data/Academic%20Calender%202023-24.pdf">https://www.ndumbedcollege.co.in/ data/Academic%20Calender%202023-2 4.pdf</a>												
<b>5.Accreditation Details</b>													
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td><b>Cycle 1</b></td> <td><b>B+</b></td> <td><b>2.74</b></td> <td><b>2023</b></td> <td><b>15/12/2023</b></td> <td><b>14/12/2028</b></td> </tr> </tbody> </table>	Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	<b>Cycle 1</b>	<b>B+</b>	<b>2.74</b>	<b>2023</b>	<b>15/12/2023</b>	<b>14/12/2028</b>	
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to								
<b>Cycle 1</b>	<b>B+</b>	<b>2.74</b>	<b>2023</b>	<b>15/12/2023</b>	<b>14/12/2028</b>								
<b>6.Date of Establishment of IQAC</b>	<b>16/01/2023</b>												
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.</b>													

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
<b>NIL</b>	<b>NIL</b>	<b>NIL</b>	<b>Nil</b>	<b>NIL</b>
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>		<b>Yes</b>		
<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>		<a href="#">View File</a>		
<b>9.No. of IQAC meetings held during the year</b>		<b>05</b>		
<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>		<b>Yes</b>		
<ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>		<a href="#">View File</a>		
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>		<b>No</b>		
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>				
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>				
<p>1. Preparation and Execution of Academic Calendar, Organization of the timely IQAC Meetings, review of all the curricular, cocurricular, extra- curricular activities. Extension activities and Academic and Administrative Audit (AAA) conducted.2.Celebration of great man birthdays and important national days, workshops on human values and daily life necessity held.3.Add on value added courses and Self Study Courses.4.Health Campaign was organized by IQAC.5.MoUs signed with various educational institutions and schools.</p>				
<b>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).</b>				

Plan of Action	Achievements/Outcomes
To observe students week, to emphasize micro-teaching and model teaching in classroom teaching	Students week was properly observe through student's health check-up, career counselling session, student's credit card awareness, dowry death awareness program and other student's welfare schemes were discussed. Micro teaching and model teaching in classroom teaching to strengthened student's concept on teaching topics.
To observe and celebrate birthdays of great Indians and to organize Departmental Seminars	Important days of national importance celebrated and birthdays of great Indians celebrated.
To organized Add-on certificate courses for students benefit	Add-on certificate courses on Value added courses, Art & Craft ,Yoga and Heartfulness,Health and Hygiene,Personality Development Progamme Self study courses
To organize cultural programs	Cultural programs were organized by IQAC as per program schedule.
Health Campaign was organized by IQAC	Blood Donation camp was conducted by our college and Aurved medical college .
To sign and execute MoUs	MoUs with various educational institutions (Aurved Medical College) and Practice teaching schools to provide better and wider scope to students for better learning were signed.
<b>13.Whether the AQAR was placed before statutory body?</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	

Name of the statutory body	Date of meeting(s)
College Development Committee (CDC)	01/08/2022

#### 14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	27/01/2024

#### 15. Multidisciplinary / interdisciplinary

KDMGS, Nanasaheb Dr. Uttamrao Mahajan College of Education, Kargaon, Tal. Chalisgaon Dist. Jalgaon is running the Two-year B.Ed Course, which is Multidisciplinary, approved by NCTE, and affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon. This B. Ed program covers multidisciplines such as Pedagogy of Marathi, Hindi, English, History, Geography, Science, Maths, Economics, etc. We are committed to follow the direction of NEP-2020 in this regard.

#### 16. Academic bank of credits (ABC):

We are stepping ahead to implement the New Education Policy- 2020, in which the Academic Bank Credit System is the Stepping Stone. ABC will allow students of undergraduate and postgraduate degree courses to exit the course and enter within a stipulated period. From this academic year, it is made mandatory by the affiliating university to all those students who are admitted in the first year of the degree program. So in our institute, the students who are admitted in the first year and second Year of the B.Ed Course have been registered for Academic Bank Credit.

#### 17. Skill development:

Our institution engages the student teachers in active learning throughout the academic year emphasizing more on practical training. The institution promotes active learning by adopting various innovative practices. Through Role Play and Simulations, the Student Teachers play the roles of various people in society. It improves their Interpersonal and Communication Skill. In the B.Ed syllabus, the paper on Life Skills is offered. The aim is to help STs develop Life Skills for quality life. There are group discussions, role plays on life skills, and related activities. STs participate in various theme-based skits such as dowry, female foeticide, rationality, and patriotism. These skits aim at inculcating skills like problem-solving, decision-making, cooperation, team spirit, and

unity. Micro-teaching, Simulation, practice teaching, and internship in school help to inculcate the skills like communication, stress management, interpersonal relations, reading, writing, expressing, and presentation skills.

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

As our institute is offering the course of B. Ed General, which includes in the faculty of Interdisciplinary Studies. In the syllabus of B. Ed, the integration of the Indian Knowledge System has been already incorporated. Our medium of instruction is Marathi, an Indian language. As the syllabus is formed as per the Indian context, the reflection of the Indian Culture is very vivid. The general paper on , "Education in Contemporary India, Gender, School and Society" reflect the Educational system of India which aims to make social change through education. It includes the Vaidic Education System, which inculcates the values of our heritage among the student teachers. Curriculum and Pedagogic Studies- Marathi, Hindi, English, History, Geography, Maths, and Science is the soul of Indian culture. All these subjects aim to develop the democratic citizens of India. Indian Culture is taught and studied in the form of Environmental Education, Life Skill Education, Constitutional Values, and Education System The curriculum is framed with appropriate integration of the Indian Knowledge system (teaching in Indian Language, and culture,). The ability enhancement courses are added to the curriculum to enhance the Indian arts and culture through Drama and Arts, Yoga Education, Peace Education, Environment Education, Parenting Education, Disaster Management, Reading and reflection on texts, and life skills education.

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

Outcome-based Education (OBS) approach has been accepted in the B.Ed curriculum. Our focus is always on outcome-based teaching and learning. Micro-teaching, Practice teaching, and Internship the part and parcel of the B.Ed curriculum through which various skills like Listening, reading, comprehension, writing, explaining, expression, communication, interpersonal relations, and group discussion, are developed. Student teachers observe the model lesson presented by the guide and then he/ herself present the lesson; it is nothing but outcome-based learning. Through projects, student teachers learn collaborative and cooperative learning. Where as Group Discussion provides them the opportunity to work in groups. The curriculum is based on outcome-based education with specified objectives for each program and course to achieve the goals of education. The college has provided many opportunities to participate and perform in

curricular and co-curricular activities for students to achieve their goals. The National Policy on Education 2020 is focused to enhance human values, life skills, development of professional skills for outcome-based education. All students have to perform practice teaching school-based activities in secondary schools. They also have to undertake the internship for three months to realize practical experience in secondary schools to achieve the goals and objectives of the program.

## 20.Distance education/online education:

Now the UGC has accepted a hybrid mode for education. We follow the guidelines of UGC, NCTE, the State government, and Affiliating University. The teaching-learning in a class, co-curricular, extracurricular activities, community engagement, and field visits are done physically that is offline mode. But some Certificate courses are done via online mode.

## Extended Profile

### 1.Student

2.1	50
Number of students on roll during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.2	50
Number of seats sanctioned during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.3	25
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>

2.4	50
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Number of outgoing / final year students during the year:		
File Description	Documents	
Data Template	<a href="#">View File</a>	
2.5 Number of graduating students during the year		50
File Description	Documents	
Data Template	<a href="#">View File</a>	
2.6 Number of students enrolled during the year		50
File Description	Documents	
Data Template	<a href="#">View File</a>	
<b>2. Institution</b>		
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):		2,39,25,723
4.2 Total number of computers on campus for academic purposes		30
<b>3. Teacher</b>		
5.1 Number of full-time teachers during the year:		07
File Description	Documents	
Data Template	<a href="#">View File</a>	
Data Template	No File Uploaded	
5.2 Number of sanctioned posts for the year:		07
<b>Part B</b>		
<b>CURRICULAR ASPECTS</b>		

## 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

Curricular Aspects of B.Ed course in KDMGS Nanasaheb Dr.Uttamrao Mahajan College of Education Kargaon, Tal.Chalisgaon Dist. Jalgaon is affiliated with KBCNMU University Jalgaon (Maharashtra). For the effective implementation of the curriculum, the broad vision and goals of the college are kept in mind. we are communicating with our university regarding the framework of annual planning. the college prepares guidelines and a curriculum planning framework for the B.Ed course.

We arrange meetings with management, teaching, and non-teaching staff before the start of the new year to discuss curriculum planning to ensure the best quality of education. we also discuss Annual planning Micro teaching, practice lesson, internships, teaching practice schools, curricular activities, and co-curricular activity alumni. The feedback taken from the students at the end of last year gives us an overview of what should be improved and removed in order to make the teaching process and content more students friendly.

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	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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

B. Any 5 of the above

schools Employers Experts Students Alumni	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>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</b>	<b>B. Any 3 of the Above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://www.ndumbedcollege.co.in/data/2.7.1%20PLOs%20&amp;%20CLOs.pdf">https://www.ndumbedcollege.co.in/data/2.7.1%20PLOs%20&amp;%20CLOs.pdf</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded
<b>1.2 - Academic Flexibility</b>	

**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**

07

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	<a href="#">Attached students list 2023-24</a>

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

04

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

04

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

50

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

50

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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**

**All of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**50**

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

**50**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates / evidences for completing the self-study course(s)	<a href="#">View File</a>
List of students enrolled and completed in self study course(s)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 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 institutional curriculum is prepared by the affiliating university and implemented through the institutions.

A fundamental or coherent understanding of the field of teacher education is acquired and demonstrated the knowledge

through perspectives in Education. Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization is provided through Curriculum and pedagogic studies. Capability to extrapolate from what one has learnt and apply acquired competencies is provided through field base activities and practicals. Skills/Competencies such as Emotional Intelligence, Critical Thinking, Negotiation, and Communication Skills,

Collaboration with others, etc. are provided through engagement in fields and enhancing professional capacities.

The four areas as per follows;

**B.Ed. Programme:**

1. Perspectives in Education 2. Curriculum and Pedagogic Studies 3. Engagement in fields/ Enhancing professional capacities 4. Field

## base activities

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	<a href="#">View File</a>

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

The curriculum of B.Ed.the course covers the theoretical aspects of different School Systems exhaustively. Under the Subject, 'School Management. in the B.Ed. course (Second Year)students a given a thorough exposure to different school systems. The courses give a broad perspective of various boards such as, the Secondary School Certificate (SSC), and Central Board of Secondary Education (CBSE).

Functioning of Various Boards of School Education- Students are sent for Observation to schools following different School Systems. They are also sent for Internships to schools following SSC/CBSE.

Students are familiarized with a comparative study of curriculumframework, syllabus & textbooks of various boards. Curriculum implementation and evaluation under different boards are considered for preparing assessment strategies and tools. The student teachers are exposed to different pedagogical practices of Boards in schools during the internship, and trained to formulate subject-specific academic standards and learning outcomes.

Assessment Systems: In B.Ed. (First year and second Year)in the methodology papers, 'assessment for learning' and scholastic achievement record caters to the various forms of assessment of different Boards. Credit-based evaluation under affiliated university.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
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

KDMGS,Nanasaheb Dr.Uttamrao Mahajan College of Education follows the curriculum in a way as to provide varied experiences to the students. In order to achieve this aim students are given professional training in teaching by the following measures:

- Collaborative group learning, both inside and outside the classroom; Individual student research and discovery;
- Research and discovery by students and faculty together: When discussing social development, prospective teachers in one program reflect on their own social development and on the ways in which their teachers influenced them. This introspection helps prospective teachers examine their own beliefs and learn how these beliefs might influence their future work with families. For example, one faculty member teaches about issues of power in society (gender, caste and minority status, for example) by asking students to analyze their own cultural perspectives (such as their cultural history, language, and literacy).

In addition to the above

- Teaching skills are taught through Micro Teaching and Mega lessons, five lessons per teaching subject. Experts are also invited to deliver lectures on micro and macro teaching before the commencement of practice teaching.
- Student teachers develop 'School Profile.' They visit school, observe daily routine, and also interact with the permanent teaching staff of the of practice teaching schools.
- In the course of practice teaching, the student teachers

participate in all the curricular and extracurricular activities of the school and assist the school teachers in decorations, conducting morning assemblies arranging sports events, annual day celebrations etc.

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	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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 and action taken

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 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	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
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

25

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

25

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

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

00

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

00

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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.

Details of the Assessment process to identify learning readiness and learning needs acc to diversity among students. The college takes every measure possible to understand the student's needs and requirements before the program's commencement. Students are counseled at the time of admission and students are familiarized with the course, mode of internal assessment, and facilities available in college. Teachers before beginning their courses informally get the pulse of the students in the class, their knowledge about the course, and their comfort level with the medium of instruction. Students with diversity are identified through the 'Diagnostic and Learning Readiness Test', Previous year marks and Classroom Participation conducted at entry level and are nurtured according to their needs. The entire teaching and non-teaching faculty are sensitive to the diversity. They are provided with an appropriate learning environment based on the needs of the students. Their academic needs are assessed and the Department makes sure that they provide the required support to the student, be it technological or verbal, to ensure better learning.

- Academic Support
- For Slow learners
- For Moderate Learners-
- For Advance Learner

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 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</b>	<b>Six/Five of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

<b>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</b>	<b>Two of the above</b>
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
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

50

### 2.2.4.1 - Number of mentors in the Institution

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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.

Teachers of KDMGS, Nanasaheb Dr.Uttamrao Mahajan College of Education must employ the most important methods based on educational goals, and teaching content, according to students' needs and interests. The college provides full facilities and mentors, guiding students to reach desirable teaching learning strategies that enhance their knowledge of the student and help them to become successful citizens and innovative teachers.

**Experiential Learning:**

Demo and Practice sessions for Microteaching skills and integrated

teaching sessions are organized in a simulated condition. Students are given opportunities to go in real classroom situations and do their Practice teaching and Internship under the supervision of their teacher Educators.

#### Participative Learning:

To ensure student-centered learning, the institution organizes different guest lectures and workshops and also encourages students to organize class seminars, make teaching-learning materials, etc to develop participative learning among all future teachers.

#### Problem-solving Methodologies:

To develop the student's problem-solving abilities, opportunities, and proper guidance are given to the students to conduct research and case studies as a part of their curriculum

#### Focused group discussion:

Teacher educators teach through a lecture cum discussion method in class so that students can enhance their learning by contributing their thoughts and knowledge in the class. In the discussion sessions,

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 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	<a href="#">View File</a>
Link to LMS	<a href="https://www.youtube.com/@digitaleducation-easylearn5750/videos">https://www.youtube.com/@digitaleducation-easylearn5750/videos</a>
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	<a href="#">View File</a>
Programme wise list of students using ICT support	No File Uploaded
Documentary evidence in support of the claim	<a href="#">View File</a>
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**

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://www.youtube.com/@digitaleducation-easylearn5750">https://www.youtube.com/@digitaleducation-easylearn5750</a>
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

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

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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**

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
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**

**The teaching-learning process.**

**CREATIVITY:**

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

#### INNOVATIVENESS:

innovativeness get opportunities to celebrate important days like All National & International Days, here the teachers and students come together to innovate something and present it before people through the means of Social Media to create awareness in people.

#### INTELLECTUAL AND THINKING SKILLS:

Here the teacher educators give orientation to the students regarding script writing and then the students select any theme like social/educational problems.

#### EMPATHY:

The Practical course of "Case Study" in the B.Ed. courses at our college provide teachers an opportunity to develop sensibilities, dispositions, and skills that will later help them in the personal growth of their students while they teach.

#### LIFE SKILLS:

B.Ed course Subject EPC-2 Life Skill Education the subject objectives are To develop communication competence in prospective teachers, To equip them to face interviews and group discussion, To create an awareness of ethics and human values, To learn leadership qualities and practice them File

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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**

All of the above

<b>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)</b>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<b>No File Uploaded</b>
Reports of activities with video graphic support wherever possibl	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>
<b>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</b>	<b>Ten/All of the above</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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**

**All of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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**

**All of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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 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**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
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	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
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
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
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

The internship programme is conducted in recognized secondary schools approved by the district education officer and university every year before planning the internship. All curricular and co-curricular activities are conducted as per the syllabus and the schedule of the concerned school. It provides learning and training opportunities to students. The internship duration is 90 days as per the syllabus and NCTE norms. The following programmes are conducted during the internship in schools. 1. Morning/ Afternoon Assembly- National Anthem, Pledge, Prayers, Manifestation by student teacher, Thoughts of the day, din-vishesh etc. 2. Regular classroom teaching as per timetable. 3. Conducts regular internal tests as per school schedule. 4. Curricular activities- essay competition, handwriting

completions, drawing competition, etc. Co-curricular activities- cultural day celebration, national day programme, Great national leader`s birth anniversary, sports and games tournaments, social service programmes,

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 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

51

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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**

Seven/Eight of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sample copies for each of selected activities claimed	<a href="#">View File</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View File</a>
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.

KDMGS, Nanasaheb Dr.Uttamrao Mahajan College of Education conducts a rigorous Internship Programme for teacher trainees as prescribed in the syllabus given by the affiliating body, KBCNMU University, Jalgaon. We follow a well-organized and well-planned schedule for the Internship. Student teachers are trained under the able guidance of faculty members and are prepared for the field in all aspects. The list of schools is pre-decided by the Coordinator and are informed well in advance about the advent of the internship programme. Students are allotted the schools in heterogeneous groups. Students are allotted the schools well before the Internship programme commences so that they can get familiar with the route and there is no challenge faced on the first day. The students are provided with details of contacts in charge, GPS location of the school, nearby station/ bus stands, etc. The school principals are requested for an orientation on the first day of the internship. The College adopts a rigorous and well planned mechanism to monitor and assess school students during the Internship programme. Each teacher educator is assigned a school for monitoring and evaluation purposes on a rotation basis. Teacher-educators also maintain a proper record of each observation and remark given.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>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)</b>	<b>All of the above</b>
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File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View File</a>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

<b>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</b>	<b>Three of the above</b>
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File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

## **2.5 - Teacher Profile and Quality**

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

**07**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
English translation of sanction letter, if it is in regional language	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

03

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

59

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

59

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
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 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

Various in-house discussions are done in the institution. In these types of discussions, all the faculty members participate actively. Topics for discussion are selected among the latest developments in

education and issues in education. Different policies and regulations are issued by the government and in the same reference teachers at KDMGS, Nanasaheb Dr.Uttamrao Mahajan College Of Education aim to discuss them with each other to keep them updated. The purpose of in-house discussions on current developments and issues in education.

- To make themselves aware of recent changes and developments in the education system.
- To create awareness regarding issues of policies and regulations.
- To strengthen the base of students according to changes in the system.
- To get ready for changes in the education system.
- To provide solutions to queries related to different issues and challenges of the education system.
- teachers at SCE conduct discussion sessions on recent policies and regulations that the government issues at regular intervals. Thus, efforts are made in this direction to remain updated with the scenario. The different policies which have been discussed in the past are the Right to Education Act, Technology in Education, Gender issues in Education, Draft of NPE, etc.

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

1. Students' attendance is reviewed periodically and the students, reporting shortfalls, are informed. 2. Under the formative approaches teachers generally assign marks or grades to the students on their assignments, files, and co-curricular activities, and their regularity in the classroom is being monitored. 3. The records of the students are maintained by the faculty and they are 4. assessed based on their performance in curricular as well as co-curricular areas. 5. Internal assessment is done for all students as per the university criteria. 6. Cumulative records of students' participation in various activities are maintained. 7. The faculty is personally involved in helping the students to prepare the

assignments. Corrections and modifications are constantly done.

Students are also encouraged to apply the theoretical concepts taught in class to real-life situations/problems through these projects, assignments, etc. The curriculum has enough opportunities to enhance skills through Practical Sessions planned in - EPC-3, EPC-4, EPC-5, EPC-7, EPC-8, EPC-9

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
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**

Four of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	<a href="#">View File</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View File</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View File</a>
Documentary evidence for remedial support provided	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

In KDMGS, Nanasaheb Dr.Uttamrao Mahajan College Of Education's grievance redressal committee is always active to sought out problems as soon as possible and trying to minimize those activities

which create problems. Before or during the examination the members of the grievance redressal committee took rounds and solve the problems on time.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
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.

The academic calendar is prepared by the KDMGS, Nanasaheb Dr.Uttamrao Mahajan College Of Education' college according to the guidelines of the KBC NORTH MAHARASHTRA UNIVERSITY and according to the temporary date sheet of the university examinations. In the Annual system, practicals are prescribed in terms of planning of departments, timetables, attendance review, and internal tests of each subject. Students with small attendance are notified according to their names and fined. Assignment work is awarded to students and marks are awarded before the commencement of the final examination. The syllabus is discussed by the staff members of each department and prior notice is given regarding the conduct of the internal test and final examinations. Co-curricular activities are conducted simultaneously from time to time and information in respect of the same is displayed on the notice board. The quality of teaching-learning through daily monitoring of teaching-learning activities by the principal. Continuous counseling is also done through departmental meetings and staff meetings.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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.

**B.Ed. Annual Pattern (wef.2019-20) Programme Learning Outcomes**

(PLOs) :

The curriculum is designed to achieve the following general objectives of the B. Ed. Programme

1. The student teacher understands the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of the subject matter meaningful.
2. The student teacher understands how children learn and develop, how they differ in their approaches to learning and creates learning opportunities adapted to diverse learners and learning contexts.
3. The student teacher plans learning experiences based on the learner's existing proficiency, interests, and experiences including misconceptions and errors; and an understanding of how students come to view, develop, and make sense of subject matter contained in the learning experiences.
4. The student teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
5. The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner, and reflective practices that continually evaluate the effects of his/her choices and actions.
6. The student teacher understands content cum methodology and adopts it in teaching.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
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	<a href="#">View File</a>
Result sheet for each year received from the Affiliating University	<a href="#">View File</a>
Certified report from the Head of the Institution indicating pass percentage of students program-wise	<a href="#">View File</a>
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 college has a well-planned and systematic process of collecting and evaluating data on programme and course learning outcomes and uses them to overcome the barriers to learning. Measurement tools such as tests, group discussions, and assignments are used to assess student learning outcomes. It is used by the college to overcome learning obstacles. As per Continuous assessment, depending on the course style, several methods for continual evaluation include class tests, seminars, and assignments. The students of the college provide inputs on the drawbacks, limitations, and merits in teaching and learning. Feedback is also collected to assess the performance of the faculty members. Different ways in which the students and staff are made aware of learning outcomes are as follows:

a) Teachers plan those learning activities in the subject class that can motivate learners to analyze their learning outcomes. b) The results of each academic year are analyzed thoroughly by the Principal with the HOD, who in turn discusses them with the teachers. c) The names of meritorious students are prominently displayed to encourage new learners to work in the right direction. d) The intended Learning outcomes of other co-curricular and extracurricular activities are also communicated to students from time to time in classes so that they understand the importance of developing an all-round personality.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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

50

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<a href="#">View File</a>
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.

know how to prepare themselves for the assessment. perform to the best of their ability, they have greater confidence in the assessment method and the teacher's/assessor's judgment. They improve their motivation. Follow the assessment process: • understand exactly what is expected from them • have a clearer understanding of the assessment criteria • understand what they have to do • know how to prepare themselves for the assessment • perform to the best of their ability (when they are fully informed about the assessment) • have greater confidence in the assessment method and the teacher's/assessor's judgment • improve their motivation • take ownership of their assessment • Prepare for the assessment (ensuring they have all relevant equipment available)

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

[https://docs.google.com/forms/d/e/1FAIpQLSfs5jDRkirQO54GPChm4GrOit6f9p340BDiVw\\_wd9gSFKA/viewform?usp=dialog](https://docs.google.com/forms/d/e/1FAIpQLSfs5jDRkirQO54GPChm4GrOit6f9p340BDiVw_wd9gSFKA/viewform?usp=dialog)

## 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	<a href="#">View File</a>
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

#### 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	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

**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**

Two of the above

<b>Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research</b>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	<a href="#">View File</a>
Sanction letters of award of incentives	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded
<b>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</b>	All of the above
File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	<a href="#">View File</a>
Reports of innovations tried out and ideas incubated	<a href="#">View File</a>
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded
<b>3.2 - Research Publications</b>	

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

02

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
First page of the article/journals with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the journals in which articles are published	<a href="#">View File</a>
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

01

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
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	<a href="#">View File</a>
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

4

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View File</a>
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

5

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View File</a>
Report of each outreach activity with seal and signature of the Principal	<a href="#">View File</a>
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

51

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

51

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
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.

KDMGS Nanasaheb Dr.Uttamrao Mahajan College of Education organizes community outreach activities with students' active participation in various fields viz. education, health awareness programme, current social issues, women empowerment, environment protection, etc.

**Awareness Programmes and rallies:**

Students conducted awareness programmes for public health problems for environment conservation, The college organized rallies especially in nearby slums to make the public aware of the issues of social importance.

1. The students were involved in the programmes like rally' "Swachh Bharat Abhiyan"

2. The Students conducted a Blood donation camp, on the college campus.

3.Yoga Day 4.Blood Donation 5.National Voting Day 6 .Independence Day 7.National Water Mission

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
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	<a href="#">View File</a>
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

### 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	<a href="#">View File</a>
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	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

**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 /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**

Three/Four of the above

## Clinics Linkages with general colleges

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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

**Infrastructure** Our institution has adhered to the requirements mentioned by the statutory body National Council for Teacher Education (NCTE) for the conducting of the Teacher Education Programmes. The built up area of the college building and the college hostel together is greater than the requirement for B.Ed. programmes specified by NCTE.

The following infrastructure facilities are available in the campus to support teaching- learning process:-

1. President office cum Vistor Room
2. Principal's Office
3. Administrative Office
4. Staff Rooms
5. Multipurpose hall
6. Classrooms
7. Micro Teaching Rooms
8. Seminar Hall
9. Library
10. Reading Room
11. Network Resource Centre- WiFi Campus
12. Psychology Lab
13. Science Lab
14. Curriculum lab
15. Art & Craft Resource Centre
16. Language Lab
17. Health and Physical Resource Centre (Sports room)
18. ICT With Internet Resource Centre

19. Bus-facility
20. Hostel Gilrs and Boys
21. Staff Quarters
22. Canteen
23. Parking Space
24. Mutiporpuse play-field
25. Store Room
26. Separate Toilet Facility for Students and Staff
27. Girls Comman Room with Wending Machin Sanetary
28. Pure Drinking Water Facility
29. Fire extinguishers
30. CCTV Security System
31. first-aid Box

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
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

04

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	No File Uploaded
Link to relevant page on the Institutional website	<a href="https://www.ndumbedcollege.co.in/gallery.htm">https://www.ndumbedcollege.co.in/gallery.htm</a> 1
Any other relevant information	No File Uploaded

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

1,93,98,822

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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.

The College Library is fully Wi-Fi enabled and has a seating capacity of 50 users, consisting of provisions to allow students to access information for their academic pursuits through the Internet and e-resources. Additionally, 2 computers have been installed for the students. KDMGS, Nanasaheb Dr.Uttamrao Mahajan College of Education keeping in view the mission and vision of KBC NMU University provides all the resources required to Students through Education. The library is located on the 2nd Floor of the campus with a total area of 1325.34 sq. ft.

The College Library Membership Renewal of "DELNET" open source Library New Delhi .use all students and teachers at any time.available in <https://discovery1.delnet.in/> website Ebooks, E-Journal, E-newspaper, Database, Raor book, etc.

KDMGS, Nanasaheb Dr.Uttamrao Mahajan College of Education offers a multi-use automated Library and possesses an Integrated Library Management System, ILMS: 'DELPLUS' since 2023. ILMS Software DELPLUS (installed-2023) provides a very user-friendly interface for searching documents in the library and their issuance status. This Software is time-saving and assists in the smooth functioning of the Library. The details of Library facilities Web-OPAC are: Name of ILMS software : DELPLUS DELNET Nature of automation: Multiuse Version: 2.0 Year of automation: 2023 Library link:192.168.1.19

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://discovery1.delnet.in/">https://discovery1.delnet.in/</a>
Any other relevant information	No File Uploaded

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

The college library has computer and internet facilities. and automated library with DELNET Membership - DELPlus OPAC Software Details on the access to the staff and students and the frequency of use are as follows: Access to the staff: Teachers and students use computers and the internet to access various kinds of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio-visual teaching aids, the role of electronic media in education, recent researches related to educational developments and educational complexities, etc., Teaching staff compare the educational developments of other countries with their educational practices of the indigenous system.

Frequency of use: the library is used almost every working day. a. By Teaching staff: on as and when required basis. b. By students: on as and when required basis. Computer and internet services are used by staff and students alike.

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

**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**

Three of the above

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	<a href="#">View File</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View File</a>
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)

23170

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

#### 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

51

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	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
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**

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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

The institute provides a computing facility with the required configuration for the computer system. These are distributed among the various departments for academic and administrative work. The institute has high speed internet of 100 Mbps to cater to the need of academics as well as allied processes. Key Features:

- Separate computer laboratory, to facilitate internet access

for all the students, staff and faculty members. This facility enables users to access meaningful information available online.

- 10 Computers are used by the students and 10 Computers are used by the office, library and teaching community for administrative and academic purposes
- OHP, Slide Projectors, Flim Projector, Printers, Scanners, CCTV, Wi-Fi, LAN and Internet facility etc. are also available for effective teaching learning process.
- Digital section in Library, with high speed internet connection, helps the students and faculty to browse videos, e-journals, e-magazines, e-newspapers etc.
- All these equipments are provided by diesel generator.
- All ICT facilities are updated as and when the need arises to do so.
- CCTV cameras installed at key locations keeps surveillance of the entire building and campus principal cabin, trustee cabin, meeting room, Class room, Administration Block etc. are under CCTV cameras.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.3.2 - Student – Computer ratio during the academic year

21

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant Information	No File Uploaded

**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**

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	<a href="#">View File</a>

#### 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)**

2,39,25,723

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	<a href="#">View File</a>
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

The College has a well-defined system to maintain and utilize all its physical and academic facilities

**Classroom management:** The classrooms are well-equipped with boards. CCTVs are installed in each classroom to ensure the safety and security of all students, teachers, and equipment.

**Laboratory** The laboratories in the college are furnished according to the statutory rules.

- Fire Safety equipment is maintained in labs as a precautionary measure.
- Maintenance -Regular inspection of devices/tools is organized.
- Periodic maintenance is done by regular cleaning of the lab spaces.
- Regular check of equipment carried at the end of every year

#### Library

- If the books are lost, then the borrower shall replace the books of the same edition or the latest edition after getting permission from the Principal.
- Loss of borrower card should be reported to the librarian in writing. After checking the borrowing register they will be issued a duplicate card.
- At the end of the academic period borrower cards shall be returned to the library.

**Care of Library Books:**

**Computers & Softwares**

## Website & ERP System

### SPORTS

Other Resources-SCE has a number of other resources as well

- Multipurpose Hall
- Seminar Hall
- Art & Craft Resource Center
- Canteen
- Multipurpose play field
- Parking area

File Description	Documents
Appropriate link(s) on the institutional website	<a href="https://www.ndumbedcollege.co.in/index.html">https://www.ndumbedcollege.co.in/index.html</a>
Any other relevant information	No File Uploaded

## 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-content development Online assessment of learning**

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>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</b>	<b>Seven/Eight of the above</b>
--	---------------------------------

File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>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</b>	<b>B. Any 3 of the above</b>
---	------------------------------

File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	No File Uploaded
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

**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)**

Two of the above

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

## 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
0	0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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	No File Uploaded

## 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).

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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	No File Uploaded

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

6

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 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

The Institution believes in youth empowerment through quality education. Hence enough space is given for co-curricular, and extra-curricular activities of the college. The students are involved in several activities at the institutional level and also at the society level. The student encourages and motivates to participate in student-oriented programmes such as Blood donation camp, Fresher's Welcome, Republic Day, Independence Day, Voters Day, Yoga Day, Environment Day, etc. Students assist teachers in making any such events successful. The students also ensure that discipline is maintained in the college by encouraging students to follow the rules and regulations laid down by the college and insisting that other students hold a green, plastic-free campus. With the help of the students, sports and cultural events, competitions, and tree plantations in the college are organized. So the student actively plays an important role in upgrading the image of the college.

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	<a href="#">View File</a>
Documentary evidence for alumni role in institution functioning and for student welfare	No File Uploaded
Any other relevant information	No File Uploaded

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

03

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

#### 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

KDMGS, Nanasaheb Dr.Uttamrao Mahajan College of Education is devoted to cherishing the relationship with its family members through constant touchups, college interactions, and friendly gettogethers. Alumni of the college envision fostering friendly cooperation between present and later/previous generations of the students thereby enhancing the betterment of the institution. Alumni associations of the Institution arrange to get together, where the members of the college gather together offering their vibrant participation in all spheres of college activities. Contribution of Alumni to the Growth and Development of the College.

- The alumni's contributions to the growth and development process are given below.
- The Alumni help in establishing Networking with all students.
- It furnishes information about job opportunities in schools Its feedback has helped in improvin the existing curriculum, organizing new activities, etc.
- It has given many healthy suggestions for the augmentation of the college.Helps in publicity.

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

<b>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</b>	<b>Three/Four of the above</b>										
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Documentary evidence for the selected claim</td><td align="center"><a href="#">View File</a></td></tr> <tr> <td>Income Expenditure statement highlighting the alumni contribution</td><td align="center"><b>No File Uploaded</b></td></tr> <tr> <td>Report of alumni participation in institutional functioning for the academic year</td><td align="center"><a href="#">View File</a></td></tr> <tr> <td>Any other relevant information.</td><td align="center"><b>No File Uploaded</b></td></tr> </tbody> </table>	File Description	Documents	Documentary evidence for the selected claim	<a href="#">View File</a>	Income Expenditure statement highlighting the alumni contribution	<b>No File Uploaded</b>	Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>	Any other relevant information.	<b>No File Uploaded</b>	
File Description	Documents										
Documentary evidence for the selected claim	<a href="#">View File</a>										
Income Expenditure statement highlighting the alumni contribution	<b>No File Uploaded</b>										
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>										
Any other relevant information.	<b>No File Uploaded</b>										
<b>5.4.3 - Number of meetings of Alumni Association held during the year</b>											
<b>01</b>											
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>Data as per Data Template</td><td align="center"><a href="#">View File</a></td></tr> <tr> <td>Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association</td><td align="center"><a href="#">View File</a></td></tr> <tr> <td>Any other relevant information</td><td align="center"><b>No File Uploaded</b></td></tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>	Any other relevant information	<b>No File Uploaded</b>			
File Description	Documents										
Data as per Data Template	<a href="#">View File</a>										
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>										
Any other relevant information	<b>No File Uploaded</b>										
<b>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</b>											
<b>The College has an Alumni Association. The Association has been helping the college in its growth and development process efficiently, by providing positive feedback. 1. The principal of the College is the President of the Alumni Association. Other members include faculty and students. 2. The activities of the Alumni</b>											

Association over the last two years are given below. Informal get-together of the students of every preceding session's passed-out batch on the college campus. Felicitation of the students who get placements during the preceding academic year. 3. Contribution of Alumni to the Growth and Development of the College.

The alumni's contributions to the growth and development process are given below. The alumni help establish networking with all students. It furnishes information about job opportunities in schools Its feedback has helped in improving the existing curriculum, organizing new activities, etc. It has given many healthy suggestions for the augmentation of the college. Helps in publicity

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

## 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.

KDMGS, Nanasaheb Dr.Uttamrao Mahajan College of Education is one of the best Private College of Chalisgaon, established in 2008, aims to cater to the needs of students belonging to the diverse socioeconomic background and cultivate moral, intellectual, spiritual, social, and emotional and all-round development of its students. Vision To provide high-quality teacher Education while equipping the students with knowledge and skill in their chosen stream and empower the student's teacher fraternity and foster lifelong learning. Mission We Are Committed to providing excellent trainers and fulfillment of teaching skills with multidimensional good qualities and professional competencies in the field of education. Our College is committed to educating the next generation of professional and academic leaders, who join in transforming societies through collaboration, innovations, and knowledge creation.

The college Management Committee takes care of planning, sanctioning, monitoring, and evaluating academic and administrative

works. The working of the Management Committee is made more transparent and effective as its representatives are the members of the staff and different stakeholders. Major decisions like sanctioning the budget, introducing new courses, the appointment of temporary teachers, and implementation and evaluation of the teaching-learning process are made by the Management Committee.

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

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 Management Committee is the apex body of the institution that plans and executes the development activities. Management of the institute was set up in 2008. Management Committee of KDMGS, Nanasaheb Dr.Uttamrao Mahajan College Of Education is a very effective body which serves as a link between the college, students, and administration. Meetings of the Management Committee are held regularly to discuss matters related to college development, students, and faculty development.

KDMGS, Nanasaheb Dr.Uttamrao Mahajan College Of Education has been decentralized with the help of 10 different cells to look after different types of activities in an efficient way. College Management encourages its employees and students to provide feedback and keeps taking their suggestions time to time to improvise the college and its facilities. To provide latest and best-in-class courses for academic and non- academic work, College Management keeps a close watch on the industry trends and requirements, by actively interacting with its Alumni and its faculty members.

The work of the college administration is decentralized and the various subcommittees formed at the beginning of the academic year to support the system.

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

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.

**Financial Transparency:** KDMGS, Nanasaheb Dr.Uttamrao Mahajan College of Education is a self-financed institution. Salaries and other expenditures are directly controlled by the Trust management. Funds are collected from the student's fee as per norms as a part of a self-generated resource that is spent for the salary. Fees and funds available with the college are directly controlled by the Trust. Audits are periodically conducted to ensure complete transparency. Payments are made through Bank. Scholarships and other benefits available to the students are directly credited into their bank accounts.

**Academic Transparency:**

The college offers a B.Ed course. Admission is taken based on an entrance examination conducted by the state government. Admission is done as per the guidelines issued by the government from time to time.

**Administrative Transparency.**

Every employee from top to bottom is part of the college administration. Teaching as well as nonteaching is given additional tasks in addition to their normal duties at the beginning of the session. Deep interest is taken by the employees to complete the assigned tasks. Various committees are formed at the beginning of the session every year to look into the various activities of the college.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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

A Strategic Plan is made for the development of for effective academic and administrative functioning of the institute before the NAAC Accreditation, the institution has upgraded/ procured on the following fronts:

The College Management System for the smooth functioning of the administration.

- Automation of the library was initiated by purchasing Library Management Software-DELNET.
- All laboratories were modified as per the latest norms and curriculum requirements.
- Books were purchased as per the latest curriculum
- Use of Shodhganga for Students and Faculty.
- LCD & OHP Projectors were brought to use in the classrooms.
- CCTV Surveillance upgraded.
- Increase in the number of computers.
- Increase in the furniture
- Books Rack for library
- Biometric devices
- Sports Equipment

The institution has been implementing a strategic plan for the overall development of the institution. The development of the institution in regards to NAAC is the best example of the successful implementation of the strategic plan for the effective academic and administrative functioning

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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 college functions under the supervision of the Management Committee whose powers are defined by the KBC North Maharashtra University, Jalgaon. Organization Structure:- Academic Staff:-

Principal, Assistant Professor, Laboratory Assistants, Laboratory Attendants. Office:- Office Superintendent, Senior Clerks, Junior Clerks, Computer Operators, Peon, Driver, Gardner. Library:- Librarian, Library Assistant, Library Attendant. Recruitment Procedure:- Recruitment of teaching Staff is done by Staff Selection committee through KBC North Maharashtra University, Jalgaon. and non-teaching staff is done by the Management Committee of college. Grievance redressal mechanism:- There is a grievance redressal committee at the institute and university level which resolves the grievance of stakeholders Service Rules- All appointments are made through the selection committee constituted by the management of KDMGS, Nanasaheb Dr.Uttamrao Mahajan College of Education / University. In accordance with M.S. state reservation policy, a list of vacant posts was prepared. After approval of the list, an advertisement in the newspaper is published for inviting applications. A list of suitable candidates is prepared after scrutinization and they are called for interview by the staff selection committee through KBC North Maharashtra University, Jalgaon. After the interview selected candidates are given appointment letters.

File Description	Documents
Link to organogram on the institutional website	<a href="https://www.ndumbedcollege.co.in/data/23-03-2023%20K.D.M.G.'s%20Nanasaheb%20Dr.%20Uttamrao%20Mahajan%20Shikshanshatra%20Mahavidyalaya,%20Kargaon,%20Tal.%20Chalisgaon.pdf">https://www.ndumbedcollege.co.in/data/23-03-2023%20K.D.M.G.'s%20Nanasaheb%20Dr.%20Uttamrao%20Mahajan%20Shikshanshatra%20Mahavidyalaya,%20Kargaon,%20Tal.%20Chalisgaon.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
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 meetings are conducted on regular basis among different committees/ cell/ bodies like admission cell, guidance and counseling cell, etc. with the Head of the Institution. Different problems are discussed and suggestions are also taken up for the improvement and effective functioning of the Institution. Individual Importance is considered and Points raised during the meetings and immediate resolution is given priority.

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	No File Uploaded

### 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

KDMGS, Nanasaheb Dr. Uttamrao Mahajan College of Education is a Private College and has to follow welfare measures provided to teaching and non-teaching staff as per the guidelines of the KBC NMU University Jalgaon to which the institution is affiliated. The institution has various effective welfare measures for teaching and nonteaching staff. IQAC has set the norms for professional development of faculty members and nonteaching staff and supports them for following actions: -

- PF facility is given to every teaching and non-teaching staff by the State Government.
- The salary component and other monetary benefits are given as per the rules of self finance for
- Assistant Professor and non-teaching staffs.
- Pursue Higher Studies and do Ph.D.
- Attend FDP in their field of interest.
- Attend and present research papers in National/International Conferences, Publish research papers in UGC refereed Journals, and Organize seminars, and Guest lectures.
- Encourage the acquisition of higher professional qualifications by non-teaching staff. Non-teaching staff can also undertake various training programs to enhance their professional knowledge.
- Organize training for non-teaching staff to upgrade their skills. Though the College is private, the institution has effective welfare measures for teaching and nonteaching staff.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

### 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

02

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document on providing financial support to teachers	<a href="#">View File</a>
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	<a href="#">View File</a>
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	No File Uploaded
List of participants of each programme	No File Uploaded
Any other relevant information	No File Uploaded

**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**

02

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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.

An effective performance appraisal system works towards the improvement of the overall institutional performance of teaching and non-teaching staff for achieving the overall institutional mission and vision. Adopting the same , the Institute is following an appraisal scheme. In this scheme, the performances are classified into -Effectiveness of Academic Management (Teaching, Learning and Evaluation related activities),Co-Curriculars, Extension, Professional Development activities ,Research Publications,Academic Contributions and Code of conduct (punctuality and regularity) .At the end of each academic year, the data pertaining to the above categories are collected from the faculty members and the non-teaching staff in the format provided by the institution.Further, at the end of Academic Year, feedback forms are issued to the students to collect information about the teacher and different aspects pertaining to the teaching process.A team consisting of the Principal and Faculty goes through the feedback forms collected from the

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 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

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

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

#### 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	<a href="#">View File</a>
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	No File Uploaded

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.

KDMGS, Nanasaheb Dr. Uttamrao Mahajan College of Education, has certain strategies for mobilizing funds and optimally utilizing resources. The resource mobilization policy and procedure are displayed on the Institutional website. Budgetary resources are mobilized through various resources, such as tuition fees, Collected by the institutions. Sources of funds: Tuition Fee collections from the students. Such collections from the students are kept as the

Institutional bank accounts. Mobilizations of funds: Fee collected from students is used for payment of monthly salaries and other recurring and nonrecurring expenses of the Institute.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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

KDMGS, Nanasaheb Dr.Uttamrao Mahajan College Of Education has adopted quality management strategies in academic and administrative aspects. It is geared to promote an ambiance of creativity, innovation, and improving quality. The college formulated and established a Seven-member Internal Quality Assurance Cell (IQAC) in 2023 to respond to the changing educational, social, and market demands. The cell assesses different aspects of the functioning of the college and monitors their functioning. It gives suggestions from time to time i.e. from the 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.

Process Adopted by the IQAC of Institute. College IQAC functions actively in improving the quality of education, teaching-learning process, and learning outcomes by internalizing policy and procedures of these quality strategies. The quality strategies and processes used are:

- The academic calendar is an integral part of this action plan which is prepared before the commencement of the academic session.
- To intensify curricular aspects value-added courses, self-study courses, organization skill programme
- To intensify feedback collection, analysis and review.
- To improve continuously in admission process, student diversity, teachers quality, teaching-learning process, and learning outcome.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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 institution reviews its teaching-learning process at periodic intervals through its various Academic and Administrative Committees which include different cells like Discipline Cell, Cultural Cell, Sports Cell, Library Cell, Students Development Cell, Examination Cell, Alumni Cell, Grievance Cell, Anti Ragging Squad, Internal Compliance Cell, Admission Cell, Academic Planning Cell etc. The institute reviews its teaching-learning process by taking feedback in different areas:

- Feedback from students, teachers and alumni on curriculum aspects is taken on a continuous basis, it is analyzed and appropriate steps are taken for improvement.
- Feedback of teachers is taken from students and accordingly suggestions are given.
- Feedbacks are collected after conduct of different activities. These feedbacks are collected and consolidated at the institutional level. The corrective actions are taken through IQAC.
- Self Appraisal Forms are collected from faculty. Besides this IQAC has reviewed and implemented its teaching-learning process in the following ways:
- based on the feedback received from students and Alumni during the last four years it was identified that there was a need for introducing the usage of new technology for the teaching-learning process. Taking this into account, the IQAC has made efforts to improve the facilities.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

03

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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**

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://www.ndumbedcollege.co.in/data/6.5.3%20Minutes%20of%20IQAC%20&amp;%20Action%20Takesn%20Report.pdf">https://www.ndumbedcollege.co.in/data/6.5.3%20Minutes%20of%20IQAC%20&amp;%20Action%20Takesn%20Report.pdf</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

KDMGS,Nanasaheb Dr.Uttamrao Mahajan College of Education reviews its teaching learning process,operations and learning outcomes. The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The academic calendar is prepared in advance, displayed and circulated at the institute and is strictly adhered to. Admission to B.Ed. Programs, summer, winter and mid-term holidays, examination schedules and results are announced in the academic calendar. All newly admitted students are compulsorily involved in orientation programs, in which they have a philosophy, specificity of the education system, teaching-learning process, system of continuous assessment, compulsory core curriculum, various cultural activities, discipline, and culture of the institution. All students are also given a guided tour of the campus and various facilities. Students are made aware of the timetable, program structure, and syllabus of courses before the semester starts. Class committees are held regularly to seek feedback from students and appropriate steps are taken for the teaching-learning process. The

approach of IQAC has always focused on the process of learner-centered teaching learning and it has formulated a policy to evaluate and evaluate it from time to time.

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

## 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.

Energy is conserved to reduce the cost of consumption and preserve the limited existing energy resources. Energy can be conserved by using energy-efficient devices and other methods to consume energy and reduce energy use when there is no requirement. We know that energy can neither be created nor destroyed. It can only be transformed from one form to another. So, it is important to conserve energy. ACTION TAKEN

- our college has Well-designed building to maximize the use of natural light and ventilation.
- Sensitization of staff and students to turn off lights /fans when not in use.
- Used modern more cost-effective LED lights
- Use of compact fluorescent lights (CFLs) and light emitting diode bulbs (LEPs)
- Use optimal quantity of water.
- Computer is used when needed. A computer that runs 24 hours a day for instance, uses more power than an energy - efficient refrigerator.
- Setting computers, monitors, and copiers to use sleep mode when not in use helps cut energy costs by approximately 40%.
- More use of water cooler for cold waters rather than refrigerator.
- Solar is one of the easy ways to cut down electricity costs at institutions. In our college for hostel (Boys&Girls) and Staff Quarters, we use a solar plan for hot water.

File Description	Documents
Institution's energy policy document	No File Uploaded
Any other relevant information	No File Uploaded

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.

**Solid Waste Management-** To keep the campus neat and clean, the college has made use of more waste boxes kept in different corners of the college campus, so that the students, teaching and non-teaching staff use these boxes as a dustbin. **Liquid Waste Management-** The liquid waste management is well maintained by the college. The chemicals discharged from the science laboratory are disposed of in a separate tank, outside the lab so that the waste does not ooze up with the nearby soil where there is vegetation. **E-waste management-** The waste like broken furniture is brought in reuse after assembling the useable parts. Other E-waste materials like totally damaged furniture, out-of-function computers, nonfunctioning digital apparatus like motherboards, Hard Drives, and other office E-waste are stored in a separate room. Other than these college maintains a clean and green campus. KDMGS, Nanasaheb Dr.Uttamrao Mahajan college of Education is a plastic-free campus. LED lights are used in some parts of college campuses for conservation of energy. Initiatives are taken to Reduce paper communication. College actively organizes Swach Bharat Abhiyan to creates awareness and consciousness among students, teaching and nonteaching staff

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

**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	No File Uploaded
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

**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**

One of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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**

The college is socially and morally committed to maintain, clean, green, and safe campus and a good ambiance. The campus is daily cleaned by hiring the services of the person concerned. For better sanitation organic material are used for sanitation by spraying. Green Cover: The college campus has a number of tree, plant, flower beds that give a good green cover to the college campus. The green cover is further widened regular practice of plantation, protection of existing green covers and their grooming in proper forms. Healthy environment: The college also takes care of creating an environment for maximum output of efforts of our students, teachers, staff, and management.

Cover dustbins have been installed on the college campus to be used

for the collection of waste material. Pollution-free environment For a pollution-free environment students are sensitized to adopt the practice which enables them to maintain pollution at a minimum level. The practice has been done regularly. The objective is to reduce the pollution level to achieve the goal of minimum pollution on the campus

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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**

All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View File</a>
Income- Expenditure statement highlighting the specific components	No File Uploaded

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

0.030841

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

KDMGS, Nanasaheb Dr.Uttamrao Mahajan College of Education, affiliated to KBC North Maharashtra University, Jalgaon is located at the prime location of Chalisgaon providing all facilities to students & visitors and is easily accessible for all. College is at an advantageous location in every aspect and provides lush green locality to students. LOCATIONAL ADVANTAGES: 1. Railway station And Bus Stand in the vicinity ( within 2 km ) 2. The college is located near Dhule -Chatrpati Sabhhaji Nagar Bypass, Dhule Road. 3. Sufficient Green Area in the vicinity of the college. 4..Easy Accessibility to College with Connectivity via Public Transport. 5. Police station is located in a range of 2 km for safety and security purposes. 6.24/7 CCTV Surveillance inside and outside the college assists the community in controlling any anti-social activity in the nearby area. 7. Utmost care is taken to maintain cleanliness and greenery in and around the college. 8. Many awareness programmes are organized for public awareness

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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**

**A. All of the above**

## Conduct are organized

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View File</a>
Web-Link to the Code of Conduct displayed on the institution's website	<a href="#">View File</a>
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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

### Best Practice-I

**Title:- Curriculum Enrichment for Personality Development.**

**Objective:- To equip B.Ed. students with Creativity, Teaching Skills, Thinking Skills, Life Skills, IT Skills, Communication and Employability skills.**

**The Context:**Most students are from rural backgrounds, so they have less exposure and communication skills. Therefore, various workshops, value-added courses, capacity-building programmes, Excursions, Visits, and Personality and Skill Development Programmes are needed for the students.

**The Practice:-** Various workshops, courses and programmes are organized throughout the session. **Evidence of Success:-** Better communication skills, enhanced personality, self-confidence, developed IT skills, life skills, and better academic outcomes.

**Problem Encountered:-** No problem was encountered while executing

**Best Practice - 2 Title of the practice: Developing Empathy through Community Service**  
**The Context:** Empathy is the skill that develops us to relate to others, work together, and form healthy bonds which are the cornerstones of a healthy society. The student develops a sense of social responsibility, tolerance, and cooperation  
**The Practice:** The KDMGS Aurved Medical College And KDMGS, Nanasaheb Dr.Uttamrao Mahajan College of Education organizes voluntary blood donation camps every year. The doctor examines the weight and primary health condition of each willing donor and technical staff collects blood from the donors. The collected blood is transported and stored in the Blood Bank.

**Problem Encountered:-** No problem was encountered while executing.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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 Vision, Mission and Objectives of the institution clearly points towards a value based education based on the curriculum of the affiliating university. The college has a strong bond with the local people. This includes many minorities and marginalized section students. The college successfully implemented the Annual system which was introduced by KBC North Maharashtra University in 2019. The focus is on skill development, and career-oriented programs through value added courses. Special attention is given to weak students, especially those belonging to ST/SC, OBC, and minority groups.

This college caters to the needs of rural students also. The number of girl students also remains good in college. The main focus of the institution remains on the betterment and welfare of the girl students. Women-oriented programs are frequently organized in the college to motivate the girls. Most of the girls would have remained either at home or would have chosen different tracks.

The college administration always endeavors to provide such girls with a good platform to exhibit their talents in different activities in the college. A sanitary vending machine has been

installed in the college. For the safety of the Hostel (Girls & Boys), Staff Quarters, and Campus the college has appointed one security guard at its own expense which is not a routine practice generally in government colleges.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	No File Uploaded
Any other relevant information	No File Uploaded