



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**KDMGS NANASAHEB DR UTTAMRAO MAHAJAN
COLLEGE OF EDUCATION KARGAON TAL
CHALISGAON DIST JALGAON**

**AT. POST .KARGAON, DHULE ROAD, CHALISGAON TAL. CHALISGAON DIST
JALGAON -424101**

424101

www.ndumbedcollege.co.in

SSR SUBMITTED DATE: 27-07-2023

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

KDMGS, Nanasaheb Dr. Uttamrao Mahajan College of Education Kargaon, Tal. Chalisgaon Dist. Jalgaon State Maharashtra. It is Affiliated with Kavyitri Bahibai Chaudhari, North Maharashtra University, Jalgaon. The college was established on 28/08/2008 by Dr. Uttamrao Dhanaji Mahajan. His vision is to provide educational opportunities for the 50 students residing in sub-Rural & Urban areas of Chalisgaon City.

We are proud to say that our trust working in all professional fields like Medical, Pharmacy, Education, English Medium Schools, Polytechnic, Engineering, etc. Kisan Dnyanoday Mandal, Gudhe was established for providing quality professional education.

KDMGS Nanasaheb Dr. Uttamrao Mahajan college of Education has been functioning in natural atmosphere at Kargaon, Tal. Chalisgaon, Dist. Jalgaon. It gives an attractive look for college.

The main regulatory bodies are The NCTE, New Delhi (Western Region), The UGC, The Maharashtra State Government, KBC, North Maharashtra University, Jalgaon, and other authorized agencies. The principal and the staff are the main regulatory body in the college's academic and co-curricular activities. The overall running of the institution and all the nonacademic aspects of the college are under the Kisan Dnyanoday Mandal, Gudhe, Tal. Bhadgaon, Dist. Jalgaon.

Vision

To provide high-quality teacher Education while equipping the student with knowledge and skill in their chosen stream and empower the student's teacher fraternity and foster life long learning.

Mission

We Are Committed to providing excellent trainers and fulfillment of teaching skills with multi-dimensional 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

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The selection of the faculty is done by experienced, highly educated management of the college. And staff selection committee by affiliated university. Firstly the teachers go through screening, interview and demonstration after that the selection may be finalized.

2. Staff/ student feedback are considered for quality improvement in education as well as other related areas.
3. Focus on learning- centered education, participatory and interactive learning through assignments, seminars, projects etc.
4. Admission Process of Our college is affiliated to KBC North Maharashtra University, Jalgaon. It adheres to the rules of KBC, N.M.U. in the admission procedures. The admission procedure for B.Ed. course conducted in this college is regulated by CET CELL Mumbai (ARA) & Director of Higher Education, Pune (Maharashtra State Government). Our college 100% admissions are done by centralized common entrance test (Govt. CAP).
5. Library facilities are provided with a good collection of standard books and journals.
6. Promoting programmes to cater to human values, social sensitiveness, self-reliance, National Integration, etc.
7. An IQAC is there for quality enhancement of the students and to encourage students to participate in co[1]curricular and extra-curricular activities.
8. Pollution-free and eco-friendly green and clean campus.
9. Value-based and skill-oriented education is the prime aim of the degree programme emphasized through well-defined syllabi, regular classes, and assessments.
10. The examination process is conducted authentically, by following strict rules of conducting the examination with secrecy of all confidential matters.
11. Yoga Camp, Blood Donation Camp, Rallies, philanthropic activities, and empowerment programmes are conducted in order to encourage students to face different circumstances of life and be ready to cope with hardships.
12. Participation of students in various sports and cultural activities
13. ICT-enabled classrooms and Wi-Fi campus
14. 24/7 CCTV surveillance inside and outside the college
15. Internship opportunities and teaching practice for students in top schools.
16. Transparent feedback system.
17. There are hostel facilities for girls & boys with a canteen.
- 18 There are staff quarter facilities inside the campus for staff.

Institutional Weakness

1. Being a self financed institution, sometimes institution faced financial crisis.

2. Poor economic background of some students is a constraint on the level of accessibility to various fields of higher education. 40% to 45% students belong to economically weaker section of the society.
3. In spite of good academic records, poor knowledge base and weak language skills pose a great challenge since it takes away the precious time meant to transact the present curriculum. Very few numbers of research and interdisciplinary projects.
4. No financial grant being provided to institution.
5. No sanctions for higher education (Masters programme).
6. Limited facilities for differently abled students.
7. Non-availability of NSS scheme for students.
8. Generation of funds is often a serious limitation in expansion and upgradation of campus facilities.
9. Non-Participation of students in activities at national and international level.

Institutional Opportunity

1. Encouraging students for competitive examinations and higher studies.
2. Students have excellent opportunities to explore and participate in outreach programmes for the local communities.
3. Institute helps in counseling and guidance of students and helps student in getting scholarship from government.
4. Increase in internship linkages for providing better opportunity to students.
5. Focus should be on improving Research activities.

Institutional Challenge

1. Constant repair and maintenance of the infrastructural facilities and the building as a whole is one of the greatest challenges the college is facing, Since, the college is a self financed so, sometimes because of financial crisis it faced some work in pending.
2. The Alumni input and support in terms of academics and personal presence is limited.
3. Extracurricular talents and ventures are not being nurtured in the current system due to time constraints.
4. Poor education backgrounds of the parents prevent even the high achievers from moving out for higher levels

of learning or employment.

5. Students are mostly first-generation learners getting little motivation from their parents or society.
6. Funding facility is not available.
7. After Covid 19 pandemic, SCE's enrollment has declined, which impacts revenue and programs.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Planning and implementation of the curriculum by the college are done most effectively by introducing students and stakeholders first to the larger mission and the wider vision that defines the particular purpose which the college stands for and seeks to promote. The college use the curriculum provided by the UGC and followed by KBC North Maharashtra University jalgaon under which it is affiliated. The Principal as the Head of the Institution along with the members of the Teachers' Council maintains a congenial and academic environment of the college. To ensure that the University curriculum is followed in the best of spirits, the college academic calendar is prepared with the active involvement of the teachers. The college always makes collaborative efforts with experienced and well-qualified teachers to provide innovative ideas for the teaching and learning process, which helps students learn easily and a session of innovative teaching is organized from time to time to make effective and interesting learning. Apart from regular classes, tutorials or extra classes are held to complete the syllabus in time and for providing inaccessible materials like notes, and reference books to the students. The college has a well-versed library from where students can borrow books when they are in need. The college has ICT-enabled classrooms where teachers take classes following the routine to clarify doubts about certain topics in a much easier way so that the students can understand the topic easily. The college follows a continuous evaluation process by conducting two sessional examinations, and one group discussion before the end of the annual exam. As the goal of the institution is to provide quality education to the students, our faculty members are encouraged and supported to attend National/International seminars, conferences, orientation and refresher courses, and workshops. Some of the faculty members have also undertaken Minor/Major research projects and pursuing Ph.D. Course. Various extension and co-curricular activities are also conducted to enlighten the students and make them conscious of the social, cultural, economic, and environmental realities so that, they become responsible citizens of the nation.

Teaching-learning and Evaluation

The core activity of the college is the two-fold process of teaching-learning and the evaluation procedure. The college has smoothly runs the B.Ed programme. In B.Ed. 1st Year we have 04 Compulsory and 02 Optional and 07 Pedagogy subjects. In B.Ed 2nd year we have 02 compulsory and 01 Optional and 07 Pedagogy subjects. subjects and teachers provide training to students in other advanced academic activities in order to train students to fulfill the present demand in the field of advanced education. For vibrant academic results teachers of this institute adopt different measures, for treating special students like slow learners and trying to seek out their problems accordingly, students are groomed for these extra tutorial classes are taken. Learners' performance is measured by class activities, laboratory work, assignments, and role in college activities.

Students remain in touch with teachers around the clock with different online means like Whatsapp groups. We have also provided facilities for online classes on google meet, Zoom Meeting, and apps and tried to solve problems on a need basis, sometimes other different online platforms are also used for conducting meetings and webinars. These develop a cordial relationship between teaching faculties and learners. This is justified by the excellent academic result with a 95 percent success rate. Hence a learner can reach the level of thinking critically and understand how the learning process works. Evaluation helps to build an educational programme, assess its achievements and improve upon its effectiveness. The knowledge imparted and learned comprises the KBC North Maharashtra University's syllabi. The outcomes of our education are measured based on the learner's performance in the curricular and co-curricular activities. The best way of programme outcomes is judged on feedback system by learners. As a result drawbacks, limitations or any constraints are rectified by faculties. Such activities help as a buffer in achieving the course milestones effortlessly. To encourage learners, on successful completion of their course and on attainment of highest marks, felicitation is given.

Infrastructure and Learning Resources

The college has adequate infrastructure facilities and resources as per NCTE Norms. The college has a built-up area of 2600 sq. m, which consists of a Multipurpose Hall, Classrooms, Seminar Hall, Sports Room, Staff Room, Girl's Common Room, Canteen, Library-Cum-Reading Room, Science lab, Psychological Lab, Art&Craft Lab, ICT Lab, Curriculum Lab, Chairman Office, Principal's Office, Administrative Office, Store Room, Hostel facility, Staff quarter Facility, Curricular, and Co-curricular activities are taken up in the multipurpose hall and Multi-Purpose Play Field available in the college. The library is well-equipped with all the facilities for students and faculty members and it consists of a wide variety of textbooks, reference books of various subjects, magazines, and journals. The library is partially automated and possesses an Integrated Library Management System, ILMS: The institution has subscribed for the UGC N-list and DEL_NET of journals.

To keep pace with academic growth institution provides Wi-Fi facilities for staff and students. The college makes great efforts to provide the latest technology to students, keeping them up to date with the world. ICT facility is available to students and staff for activities related to the teaching-learning process. Over the years college upgrades its hardware, software, and allied ICT facilities according to requirements.

The need for purified water is pacified through the water coolers set up in the college. Enough toilet blocks for females and males are available in the college. There is also a canteen on the college premises, providing hygienic breakfast, vegetarian lunch, coffee, tea, snacks, and refreshments at a nominal cost. The maintenance and renovation of the learning resources and facilities in the college are funded by the management and are done as and when required.

Student Support and Progression

KDMGS Nanasaheb Dr. Uttamrao Mahajan of Education puts efforts into capability building and skill enhancement of students by providing opportunities for career and personal counseling, development of academic skills, technical skills and organizational skills, e-content, and online assessment of learning. College is committed to excellence in all spheres, therefore, various support facilities like vehicle parking, common room, first aid, transport facility, safe drinking water, canteen, hostel facility, etc. are provided to students.

The grievance redressal cell, Internal compliance cell, and Anti-ragging committees are constituted in the

college for student grievances with transparent mechanisms. The Grievance Redressal Cell resolves its academic and administrative grievances both offline and online at the earliest. Students with financial constraints are offered scholarships and concessions. The institution facilitates welfare measures to support deserving students with fee concessions.

Co-curricular activities are given the pride of place and are a vital part of the life of the students in college. The institution extensively focuses on various activities in different areas.

The main aim of the college is to groom the students well and help them to move towards higher education or get employment. Many of our students have qualified for the NET/ SET and Teachers Eligibility Test (TET) (TAIT) (CTET) examination and are rendering services in various schools and colleges. To help the students academically, the college provides every possible facility like extra classes, counseling sessions, etc. for the betterment and upliftment of students and by extension college also.

Governance, Leadership and Management

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

The management committee looks after the financial matters of the college. All financial accounts of the college are audited. The system results in the effective and proper execution of the work and promotes good relations between management, staff, and students. The college also encourages individual research work, Ph.D. course, Minor and Major Research Projects, Workshops, and Seminars undertaken by the teaching faculty members to upgrade themselves.

Institutional Values and Best Practices

KDMGS Nanasaheb Dr. Uttamrao Mahajan College of Education has always pioneered in displaying the best institutional values and practices. Environmental consciousness has been an integrated component of college activities. The institution is committed to sustainable development and protection of the environment. Its engagement with social and environmental issues is very evident. College is trying to nurture values about emerging challenges and pressing issues. The institute has developed framework and energy guidelines adhering to national policy for energy conservation. The institute is conscious of its activities generating waste and ensures that all the waste is used & disposed of responsibly.

The college is at an advantageous location in every aspect and provides a lush green locality to students. The institution has a prescribed code of conduct for students, teachers, administrators, and other staff members. The code of Conduct for students is mentioned on the website.

The college has maintained its distinctiveness with its vision and mission by instilling a sense of self-worth and value for the planet Earth. Initiatives to educate students about the importance of environment conservation and

develop a sense of their roles & responsibilities towards environment protection have been taken.

Research and Outreach Activities

This criterion seeks information about the institution's policies, practices, and outcomes in the context of research and outreach activities. It relates to the facilities and efforts provided by the institution to promote research culture and their results. Serving the community through research and outreach activities, which is a social responsibility and also a core value displayed by institutions, is a major concern of this criterion. The focus of this criterion is captured in the following criterion statements that describe good institutional practices. The institution supports professional development activities that engage its teachers in research in education. The institute encourages faculty to publish in educational forums. The institution encourages its students and faculty to learn continuously. The institute encourages faculty outreach activities in research. Institute faculty are actively engaged in training and developing teaching and other teaching-learning materials. The institution incorporates practices based on research conducted by its faculty. The institution is responsible for community needs and conducts relevant extension programs. The institution encourages its faculty to provide consulting services for the school sector and to actively engage in their respective areas of expertise.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KDMGS NANASAHEB DR UTTAMRAO MAHAJAN COLLEGE OF EDUCATION KARGAON TAL CHALISGAON DIST JALGAON
Address	At. Post .Kargaon, Dhule Road, Chalisgaon Tal. Chalisgaon Dist Jalgaon -424101
City	Chalisgaon
State	Maharashtra
Pin	424101
Website	www.ndumbedcollege.co.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Chhaya Shankarrao Gadwe	02589-202660	9511664871	02589-22266 0	chhayagadawe04@ gmail.com
IQAC / CIQA coordinator	Santosh Yadav Koli	02589-2589202660	9960932110	02589-25892 22660	sykoli1985@gmail .com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Kavayitri Bahinabai Chaudhari North Maharashtra University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/App roval details Inst itution/Departme nt programme	Day,Month and year(dd-mm- yyyy)	Validity in months	Remarks
NCTE	View Document	04-09-2018	100	valid till further changes

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	At. Post .Kargaon, Dhule Road, Chalisgaon Tal. Chalisgaon Dist Jalgaon -424101	Rural	5.23	2600

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education	24	Graduation	Marathi	50	50

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				8			
Recruited	0	0	0	0	0	0	0	0	3	1	0	4
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				8			
Recruited	0	0	0	0	0	0	0	0	2	2	0	4
Yet to Recruit	0				0				4			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	5	2	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	5	2	0	7
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	0	1	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	2	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	25	0	0	0	25
	Female	26	0	0	0	26
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	0	1	2
	Female	1	0	1	2
	Others	0	0	0	0
ST	Male	9	16	11	13
	Female	2	0	2	2
	Others	0	0	0	0
OBC	Male	3	7	4	5
	Female	9	10	8	8
	Others	0	0	0	0
General	Male	7	4	11	6
	Female	12	9	8	11
	Others	0	0	0	0
Others	Male	4	2	3	1
	Female	2	3	1	0
	Others	0	0	0	0
Total		51	51	50	50

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The vision of national education policy is to provide high-quality education to develop human resources in our nation as global citizens. Teacher education & Teacher educator programs have been designed for all of these approaches, the holistic development of teachers & teacher educators is our focus pathway to enrich all these programs. The NEP 2020 calls for structural changes, rotatory reforms, and the introduction of a holistic and multidisciplinary curriculum. Its begets impact would be a change in the learning environment and the learning process for these students.
2. Academic bank of credits (ABC):	. To develop an understanding of the implementation

	<p>of NEP in higher education. Already we are using different innovative methods and techniques like blended learning, team learning, correlation, and integration to provide multidisciplinary and interdisciplinary experiences to the would-be teachers. The Academic Bank of Credits (ABC) will greatly help students. It will allow students to take courses as per their vocational, professional our intellectual Requirements it will also allow them for suitable exits and re-entry points. Our KBCNMU University implemented ABC. We are already registered all students for ABC. Our university provided students with an ABC id. The institute has already designed to nomenclature as per NEP.</p>
<p>3. Skill development:</p>	<p>We are exploring the vocational courses useful for the local need. For vocational education, we conducted a virtual discussion session among all the faculty members on the vocationlization of education as per NEP 2020. we explore the general structure of synthesizing skill courses forex. Life Skills, Yoga, Communication skill, teaching skill, fine arts skills, Guidance and counseling, school managements skill, personality development, social skills, etc..</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>. Indian Knowledge system will include knowledge from ancient India to modern India and a clear sense of India's future aspirations with regard to education, health, and the environment. In the internship, students celebrate Marathi Day, Hindi Day, and Children's Day, blood donation camp, Tree Plantation, Indoor and outdoor games, Celebrating birth anniversaries, and death anniversaries of great social reformers, Celebrating festivals and celebrations in a traditional manner. The college is planning to host events, lecture series, and performances open to the community to promote the Indian knowledge system, languages ,culture and values .</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>. No Teaching -Learning System is without aims and objectives, so there has been a focal vision as an outcome-based process. The 21st century is regarded as the age of ICT, where preserving information and assimilating is very easy, so there are specific outcomes of very specific teaching-learning programs. B.Ed course designed outcome centered on cognitive abilities namely remembering, understanding, applying, analyzing, evaluating, and</p>

	<p>creating. the outcome is assessed and attainment analytics are used to improve academic quality. SWAYAM, MOOC, DIKSHA Courses providing opportunities to teachers and students to learn online to enhance their knowledge and professional skills.</p>
6. Distance education/online education:	<p>Distance education & Online education are the need of the hour. Our institute has made effective use of online mode during the covid-19 pandemic. We use Google Meet app, Zoom Meeting We use this app to conduct lectures, online tests, seminars, workshops, Microteaching, practice lessons, and Annual lessons, and also conduct conferences and meetings. Educational institutions in the country have increasingly involved in using digital platforms for engaging classes and conducting conferences, and meetings. For an increase in focus on the skill improvement and competency development of the students, it is essential that an identified set of skills and values will be incorporated into higher education.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NA
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	NA
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	NA
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to	NA

advancing democratic values and participation in electoral processes, etc.	
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	NA

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	51	50	50	50
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	51	50	50	32
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	51	50	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	51	50	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers

2.1

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

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

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

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

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

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	4.62	4.17	3.95	3.27

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

3.2

Number of Computers in the institution for academic purposes..

Response: 21

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1 Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

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 framework of curriculum planning 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 with the view to ensuring the best quality of education. we also discuss Annual planning Micro teaching, practice lesson, internship, 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	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document
Any other relevant information	View Document

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: A. Any 5 or more of the above

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

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document

1.2 Academic Flexibility

1.2.1 Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

Response: 100

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

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

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

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

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Any other relevant information	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document

1.2.2 Average Number of Value-added courses offered during the last five years

Response: 5

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

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

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	51	50	50	50

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document

1.2.4 Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

1. Provision in the Time Table
2. Facilities in the Library
3. Computer lab facilities
4. Academic Advice/Guidance

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	51	50	50	50

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document

1.3 Curriculum Enrichment

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

Response:

The curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values, and attitudes related to various learning areas.

The Institution ensures the inclusion of the following aspects in the curriculum.

1. Interdisciplinary/Multidisciplinary
2. Multi-Skill Development
3. Inclusive Education
4. School Experience /Internship
5. Work Experience /SUPW

1. Interdisciplinary/Multidisciplinary:

The B.Ed course itself is an Interdisciplinary course

- Theories of pedagogy content four core papers i.e. teacher, pedagogy has a direct relationship with innovative methodological practices.
- Units Like Guidance and Counseling, classroom management, and psychological experiments give insights into classroom management techniques and problems the students face.
- The cognitive and constructivism theory related to pedagogy subjects.
- Modern techniques like program learning Inquiry models, advanced organizer models, approaches, and teaching methods applied in methodologies.
- ICT connected students and teachers as a support system to enhance their teaching-learning process during micro, macro, and innovative phases of teaching.

2. Multi-Skill development in the course are:

- Audiovisual techniques use of electronic gadgets during lesson demonstration.
- improves teaching aids as support materials. Preparation of projected and non-projected teaching aids.
- Micro research for comparing various programs. decoration of the college, decorating the stage, etc. according to the theme.

3. Inclusive Education:

- inclusive education is part of our B.Ed course Paper.
- Provision is given during the internship for the student's teachers to teach slow learners.
- Problems of children with special needs are taken up in one of the projects i.e. action research during the internship.

4. School Experience /Internship:

An internship of 15 weeks in the corporating schools is scheduled in the B.Ed second year. The B.ed Have to take programs like science exhibitions, outdoor-indoor games, Unit Tests, Painting competitions, Singing competitions, general Knowledge competitions, and co-curricular programs.

5. Work Experience / SUPW:

Work experience is practiced in the following ways

- Training in the preparation of Teaching aids
- Training in the operation of gadgets like OHP
- Work experience in Laboratories also training in campus cleaning, Tree Plantation, Blood Donation, and Cultural Studies Projects.

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

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

Response:

Diversity is everything that makes people different from each other. This includes many different factors: race, ethnicity, gender, sexual orientation, socio-economic status, ability, age, religious belief or political belief. If you ignore the issue of diversity in the classroom and choose to not promote diversity in your school, you're not doing your job. Children go to school to be prepared for the workforce, so teaching must effectively address and embrace the realities that come with living and working in a diverse school, community and country. Diversity in the classroom doesn't just improve social skills, it can also have an impact on academic results. It improves critical thinking skills and encourages academic confidence.

7 ways to encourage a culture of diversity in your school

1. Examine your teaching materials
2. Get to know your students
3. Be willing to address inequality
4. Connect with parents and community
5. Meet diverse learning needs
6. Hire diversely

7. Support professional development opportunities

Diversity expresses itself in so many different ways, so it can be daunting to try and start conversations around bringing it to the classroom. The good news? Your school is already full of students and staff with diverse and amazing backgrounds, abilities and skills! All you have to do is start highlighting that diversity. Start slowly and intentionally. Don't be afraid to admit when you don't know the answer, but always try to keep learning and growing. Listen to what others around you are saying, and look for feedback and ways to continuously improve. Change doesn't happen overnight, but the most important step is getting started.

1.3.3 Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

KDMGS, Nanasahab 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:

The college follows student-centred approach, an approach to education focusing on the needs of the students. The college follows and promotes the teaching methods such as active learning, cooperative learning, and inductive teaching and learning: inquiry-based learning, problem-based learning, project-based learning, discovery learning, etc. It seeks to promote.

- 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 one program, prospective teachers are asked to look at their own cultural experiences and history, think about the match between their family, community culture and their school culture, and then discuss ways in which some children's home and school cultures differ.

In addition to 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 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 extra

curricular activities of the school and assist the school teachers in decorations, conducting morning assembly arranging sport events, annual day celebration etc.

1.4 Feedback System

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

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

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Any other relevant information	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrollment percentage of students during the last five years..	
Response: 100.8	
File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..				
Response: 50				
2.1.2.1 Number of students enrolled from the reserved categories during last five years..				
2022-23	2021-22	2020-21	2019-20	2018-19
25	25	25	25	25
File Description	Document			
Final admission list published by the HEI	View Document			
Data as per Data Template	View Document			
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document			
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document			

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years
Response: 0.79
2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

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

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document

2.2 Honoring Student Diversity

2.2.1 Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

Details of Assessment process to identify learning readiness and learning needs acc to diversity that exist among students.

The college takes every measure possible to understand the needs and requirements of the students before the commencement of the program. Students are counselled at the time of admission in which students are familiarized with the course, mode of internal assessment as well as 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 medium of instruction. Students with diversity are identified through 'Diagnostic and Learning Readiness Test', Previous year marks, 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 an appropriate learning environment based on the needs of the students. Their academic needs are assessed and Department makes sure that they provide the required support to the student, be it technological or verbal, to ensure better learning.

Academic Support

Students are informed about their level of learning and support is provided to them accordingly. College is focused to provide every type of possible academic support to the students. Some of them includes Workshops/Seminars, Group Discussions, Remedial classes, Supervised study sessions, etc. A well-stocked library and computer resource center provide all students access to books, journals and e-resources. Academic Support is provided to different types of learners in different ways as discussed below:

For Slow learners

To cater the needs of slow learners, special remedial classes are organized by teachers. With the increase in

number of students from Marathi medium schools, the medium of instruction is now bilingual. Remedial classes for Marathi and English both are also organized for the benefit of students.

For Moderate Learners-

Well framed Time table which includes all type of activities and classes is top most priority. Peer tutoring is emphasized so that all types of learners can be benefitted.

For Advance Learner

Advanced learners are encouraged and facilitated to read beyond the requirements of the syllabus. They are provided with the open educational resources to read in detail. They are provided with the opportunities to participate in different types of events that are arranged by college.

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

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Data as per Data Template	View Document

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 51	
2.2.4.1 Number of mentors in the Institution	
Response: 01	
File Description	Document
Data as per Data Template	View Document

2.3 Teaching- Learning Process

<p>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</p> <p>Response:</p> <p>The highly qualified teachers of KDMGS, Nanasaheb Dr.Uttamrao Mahajan College of Education avails to teach with modern methods of teaching to facilitate and enhance learning. Regression results indicated that modern teaching methods have significant effects on the department variable of educational progress. Teaching is an important learning tool. Employing modern teaching methods may facilitate learning. 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 facility as well as mentors, guiding students to reach desirable teaching learning strategies which enhance their knowledge of the student and helps them to become a successful citizen and innovative teacher.</p> <p>Experiential Learning:</p> <p>Demo and Practice sessions for Micro teaching skills, Demo and Practice sessions for integrated teaching 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.</p> <p>Participative Learning:</p> <p>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.</p> <p>Problem-solving Methodologies:</p> <p>To develop the problem-solving abilities of the students, opportunities and proper guidance is given to the students to conduct research and case study as a part of their curriculum. Through this, the students learn new knowledge by working on different problems. Here students get opportunities to observe, understand, analyze, interpret, and find solutions to the problems.</p>
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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, students are active members of the class environment and they are monitored by the teacher facilitating an aura of a healthy discussion.

Online mode:

Conducting online classes through Zoom, and Google Meet, Use of different tools like Blog writing, Use of WhatsApp groups, sharing e-resources with students, and sharing different links with students all these efforts are made by teachers to enhance the learning of the students. Opportunities for conducting online surveys are provided to students. Various online assessment tools like google forms, Kahoot, etc are also taught to the students which can be used by them further.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document

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

Response: 50

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

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

File Description	Document
Data as per Data Template	View Document

2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 100

2.3.3.1 Number of students using ICT support (mobile-based learning, online material, podcast,

virtual laboratories, learning apps etc.) for their learning, for the last completed academic year

Response: 51

File Description	Document
Programme wise list of students using ICT support	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document

2.3.4 ICT support is used by students in various learning situations such as

1. Understanding theory courses
2. Practice teaching
3. Internship
4. Out of class room activities
5. Biomechanical and Kinesiological activities
6. Field sports

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

Response:

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	Document
Documentary evidence in support of the claim	View Document

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. ‘Book reading’ & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: A. Any 5 or more of the above

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

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

Response:

The teaching-learning process at KDMGS, Nanasaheb Dr.Uttamrao Mahajan College of Education focuses on nurturing creativity, innovativeness, intellectual and thinking skills, and empathy and life skills among students. Teaching pedagogies have been modified over time to facilitate the holistic development of students. Different tasks are assigned to students on a continuous basis and teachers encourage students to think divergently.

CREATIVITY

Creativity is a phenomenon whereby something new is formed; it involves transforming the ideas and imagination of students. In this direction, students are given the opportunity to enhance their creativity:

- Students create teaching learning materials related to their teaching methods under the guidance of their respective teachers. The different forms of TLMs prepared by students are charts, cards, posters, and PowerPoint presentations to enhance their teaching abilities. Here the student and teachers work together in the selection of the appropriate TLMs on different topics, and students prepare the same using their creative ideas.
- 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 and supervise them in preparing the lesson plans and motivate them to use their creativity. Students get the opportunity to plan and implement lessons to promote their creative thinking. In these students make use of

different Teaching Models like Concept Attainment Model, Inductive Thinking, Advance organizer, role plays, dramatization, etc.

INNOVATIVENESS

Innovation in Education encourages teachers and students to explore research and use the resources to uncover something new. Thus for encouraging innovative thinking in students of our college efforts are made by teachers and students in different ways.

- Students at KDMGS, Nanasaheb Dr.Uttamrao Mahajan College of Education to boost their innovativeness get opportunities to celebrate important days like Women's Day, International Yoga Day, International Environment Day, Teachers Day, etc, 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:

In this era, flexible thinking and intellectual skills help to process, analyze and combine all sources of information to select the most suitable solution and ability to modify the same if necessary. Educators at KDMGS, Nanasaheb Dr.Uttamrao Mahajan College of Education make efforts in this direction of developing these skills through different tasks

- Through the practical course of Drama & Art in Education students at KDMGS, Nanasaheb Dr.Uttamrao Mahajan College of Education get the opportunity to think intellectually and create scripts for dramatization. Here the teacher educators give orientation to the students regarding script writing and then the students select any theme like social/educational problems. The group coordinates and performs in front of the class and prepares reports. In this way, the students utilize and develop their intellectual and thinking skills.

EMPATHY

Empathy involves experiencing another person's point of view, rather than just one's own. Empathy helps us cooperate with others, build friendships, make moral decisions, and intervene when we see others in trouble.

- 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 own students while they teach. The activities involved understanding themselves in relation to their students and classroom situations, studying the issues of adolescence, and studying case studies of different children who are raised in different circumstances. All these activities are done by the student teachers under the guidance of teacher educators to develop a sense of empathy.

LIFE SKILLS

Life skills is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life.

- Learning to protect our own bodies, creating strong personal boundaries, self-defense, and personal safety is something that's absolutely necessary in today's world.
- In our B.Ed course Subject EPC-2 Life Skill Education .this 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 Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

2.4 Competency and Skill Development

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

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

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Data as per Data Template	View Document

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

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

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document

2.4.4 Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

1. Teacher made written tests essentially based on subject content
2. Observation modes for individual and group activities
3. Performance tests
4. Oral assessment
5. Rating Scales

Response: B. Any 3 or 4 of the above

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

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online

and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Data as per Data Template	View Document

2.4.6 Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: A. All of the above

File Description	Document
Photographs with caption and date wherever possible	View Document
Data as per Data Template	View Document

2.4.7 A variety of assignments given and assessed for theory courses through

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**
- 5.Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

1. Selection/Identification of schools for internship: Participative/on request:

It is is do by keeping in view the following parameters and on request to the schools:

- Subjects of the students are kept in mind while selecting the schools and it is well-oriented & guided to both schools and students.
- Accessibility of the schools for students is another focused parameter, for which choices from the students are taken.
- The student's medium of instruction (Marathi) is considered too before assigning practice teaching school.
- Well-renowned Schools of Chalisgaon are selected that provide a boost in the pupil teacher's capacities, skills & capabilities

2. Orientation to school principals/teachers:

- KDMGS, Nanasaheb Dr.Uttamrao Mahajan College Of Education Principal and Head of Department make one-to-one conversations (oral) with the school Principal and teachers and inform them about the activities that are needed to be performed by the internees.
- The list of activities is shared with the school principal through the letter.

3. Orientation to students going for an internship:

The following methods are used for the orientation of the students toward internship:

- Students are informed about the school's requirements and do's & don't within the school.
- Guidelines are given to students for their apt behavior with school authority, students, parents, and dress codes as a part of their teaching practice.
- Students are informed about various school curricular and co-curricular activities that they have to perform during an internship, and the necessary resources like teaching aids, etc. to conduct these activities.

4. Defining the role of teachers in the institution:

The college defines the roles of teachers in the following manner:

- On the first day of the internship in the school, pupil teachers are oriented by the school coordinator and college teacher.
- Teachers provide valuable exposure to the internship by ensuring regular checks by visiting the school.
- Student's doubts are discussed with the school and a smooth flow is ensured by the teachers.

5. Streamlining mode/s of assessment of student's performance:

The training program formally assessed each of the interns throughout the internship in the following ways:

- Regular visits are done by different teachers to the schools for the observation and checking of the lesson plans.
- Peer observation is another part of assessment whereby the peers will assess and look after their co-teachers and suggest investment.
- Internees record their scheduled activities in the “Engagement with Internship reports” file and it is properly checked by the college faculty with suitable remarks.

6.Exposure to variety of school set-ups:

- Efforts are made to provide the most diversified and finest mode of learning to students by providing them with a changed and new school environment every time they go for an internship.
- KDMGS,Nanasaheb Dr.Uttamrao Mahajan tries to provide both government and private schools to students.

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

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

Response: 17

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

Response: 3

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

2.4.10 Nature of internee engagement during internship consists of

1. Classroom teaching
2. Mentoring
3. Time-table preparation
4. Student counseling
5. PTA meetings
6. Assessment of student learning – home assignments & tests

- 7.Organizing academic and cultural events**
- 8.Maintaining documents**
- 9.Administrative responsibilities- experience/exposure**
- 10.Preparation of progress reports**

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

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. Trainees are given ample demonstrations for each micro-teaching skill by the faculty members assigned for each subject and each skill. After demonstrations, student-trainees are provided opportunities for simulations to practice each skill developed so that skill can be mastered before the actual internship in the reputed schools of proximity. 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 in time 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 oriented for the Internship programme including 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 carry out the monitoring and assessment of students in the schools 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.

ROLE OF TEACHER-EDUCATOR :

The role of teacher educator is:

1. To maintain and ensure regularity and punctuality of teacher-trainees during the Internship.
2. Teacher Educators also ensure optimal learning exposures to trainees during their Internship Programme.
3. They also look after the problems faced by the students in the schools and provide viable solutions at her

level.

4. Teacher-educator assigned, assesses the students for their observation skills and their participation in school activities.

5. Suitable feedback is provided to the trainees for improvement in performance.

ROLE OF SCHOOL PRINCIPAL:

The role of the school principal is:

1. To look after the proper allocation of classes to the Interns.
2. To orient the Interns about the functioning of the school system and the role of a teacher
3. To provide time-to-time guidance to Interns for their performance.
4. To report to Teacher-educator about the observations made for improvement.

ROLE OF SCHOOL TEACHERS:

The role of school teachers are:

1. To provide a comfortable environment to the Interns welcoming them into the system to work with them and learn.
2. To provide them guidance in conducting the classes
3. To provide regular remarks on the lesson planning and its execution by the Interns in the class.
4. To provide feedback of interns to the teacher-educator.

ROLE OF PEERS:

1. To sit and observe peers throughout class duration.
2. To monitor peers for better performance.
3. Discussion upon presentation is done among peers for improvement.
4. To reflect upon observation and improve oneself.

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

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

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

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

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document

2.4.13 Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View Document

2.5 Teacher Profile and Quality

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

Response: 100

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

Response: 50

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

Response: 4

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

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

Response: 8.75

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

Response: 70

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Teachers at KDMGS, Nanasaheb Dr.Uttamrao Mahajan College Of Education put efforts to keep themselves updated professionally. Various in-house discussions are done in the institution. In these types of discussions, all the faculty members take participation actively. Topics for discussion are selected among the latest development 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 at discussing 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 development 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 To make the teachers aware of the changes going on in the education system, teachers at SCE conduct discussion sessions on recent policies and regulations which are issued by the government 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.

Through the discussions on recent policies among teachers, they felt more confident as they are aware of the educational issues and policies. The queries of the teachers are solved related to different policies; it increases teachers' interest to know more about the recent trends in education.

Teachers at KDMGS, Nanasaheb Dr.Uttamrao Mahajan College Of Education also share information with other teachers about policies and regulations on a regular basis. Information is also shared with other institutions during exchange programs regarding changes in education system.

2.6 Evaluation Process

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

Response:

KDMGS, Nanasaheb Dr.Uttamrao Mahajan College Of Education runs through a well-placed mechanism and adopts those rules, regulations, and policies which further contribute to Continuous and Comprehensive evaluation of students throughout the session. KDMGS, Nanasaheb Dr.Uttamrao Mahajan College Of Education has adopted the following measures to maintain the quality of the Internal Assessment.

1. Students' attendance is reviewed periodically and the students, reporting shortfalls, are informed.
2. Under the formative approaches teachers generally assign marks or grades to the students on their assignments, 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 on the basis of 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 to help the students to prepare the assignments. Corrections and modifications are constantly done.

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

1. Class test-The College faculty evaluates the presentations made by the students as part of the Internal evaluation process. Continuous evaluation is done through testing of skills developed. The written test is taken by the faculty after the completion of the unit.

2. Assignments, Presentations, and Activities-Teachers are given free hand to design their own evaluation methods in this category, whereby students are encouraged to participate in interactive sessions, group discussions, PowerPoint presentations, projects, and assignments.

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	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document

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

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

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

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.

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

Response:

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	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

PROGRAMME LEARNING OUTCOMES (PLOs):

On the completion of the B.Ed. (2 years) In the programme, student teachers will be able to develop:

- **Content Competency:**
 - to impart relevant knowledge with respect to foundation and methodology courses,
 - to promote mastery over the required content.
 - to know, select and use teaching methods.
 - to understand the paradigm shift in conceptualizing disciplinary knowledge in the school curriculum,
 - to acquire the necessary competencies for organizing learning experiences,
 - to select and use appropriate assessment strategies for facilitating learning.
 - to analyze the content, textbooks, and syllabus.
- **Pedagogical Skills:**
 - to impart teaching skills and strategies to transfer the given content suitably in classroom situations.
 - to innovate and experiment with classroom practices.
- **Professional Ethics:**
 - to imbibe and uphold the qualities of a good teacher,
 - to be just and impartial,
 - to show love and respect to the individuality of the child ,
 - to inspire and professionally help the parents for the care and guidance of their wards,
 - to preserve the proper balance of his/her life as a person of character and be an example to others with his/her intellectual honesty and moral integrity as well as loyalty to the institution to which he /she belongs.
 - to develop a professional attitude, to help demonstrate commitment to values such as loyalty, love, service, equality and excellence.
- **Effective Citizen Ethics:**
 - to understand different values such as morality, and social service and accept responsibility for society.
 - to create leaders in all walks of life and thus be agents of change in society by breaking the fetters of all social evils for the betterment of the people of our country and for a better world.
- **Effective Communication:**
 - to boost confidence and promote abilities to communicate effectively,
 - to plan, teach, and organize school-related community-based activities programmes,
 - to collaborate with parents and communities for the betterment of students.

COURSE LEARNING OUTCOMES (CLOs):

- Learning, Teaching in Childhood and Growing Up
- Education in Contemporary India and Genders, Schools, Society
- Language across the Curriculum Knowledge and Curriculum.
- Health, Yoga, and Physical Education
- Curriculum and Pedagogic Studies School Subject-I Marathi, Hindi, English, Science, Mathematics, History, Geography
- Curriculum and Pedagogic Studies School Subject-II Marathi, Hindi, English, Science, Mathematics, History, Geography.
- Various tools, techniques, and skills for teaching
- Life Skills Education
- Guidance, Counseling, and Inclusive Education
- Assessment and Evaluation in School Education
- Applied paper on Internship

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

2.7.2 Average pass percentage of students during the last five years

Response: 80.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	40	41	39	18

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document

2.7.3 The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

Response:

The college offers a B.Ed programme with clearly defined outcomes. Programme Learning outcomes and course Learning outcomes are in sync with each other.

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 also so that they understand the importance of developing an all-round personality.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Link for additional information	View Document

2.7.4 Performance of outgoing students in internal assessment

Response: 100

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

Response: 51

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

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

Response:

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)

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 0.2

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

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

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0.024

File Description

Document

Sanction letter from the funding agency

[View Document](#)

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

Response: B. Any 3 of the above	
File Description	Document
Institutional policy document detailing scheme of incentives	View Document
Data as per Data Template	View Document

<p>3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include</p> <ol style="list-style-type: none"> 1.Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations 2.Encouragement to novel ideas 3.Official approval and support for innovative try-outs 4.Material and procedural supports <p>Response: B. Any 3 of the above</p>
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3.2 Research Publications

<p>3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years</p> <p>Response: 2.38</p>
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<p>3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>5</td> <td>3</td> <td>0</td> <td>6</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	5	5	3	0	6
2022-23	2021-22	2020-21	2019-20	2018-19						
5	5	3	0	6						

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
Data as per Data Template	View Document

<p>3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years</p> <p>Response: 0.25</p>

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

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

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.3 Outreach Activities

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

Response: 1.2

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

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

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

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	51	50	50	50

File Description	Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
51	51	50	50	50

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document

3.3.4 Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

KDMGS Nanasaheb Dr.Uttamrao Mahajan College of Education organizes outreach activities in the community with the active participation of students 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 organizes 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" And Rashtiya Ekatmata 75th Azadi ka Amrut Mahotsv organized by College.

2. The Students conducted a Blood donation camp, and a corona vaccination camp on the college campus.
3. The College organized "Save Environment Rallys".

Contribution in 'Literacy/Education'.

Students were given a project to educate children in the surrounding slum area. The concept behind this was to reach the maximum number of children with the help of our students and educate them. Not only that, in the period of the pandemic when the children were facing difficulty with online learning, our students also guided children to use new educational devices like mobile phones for learning.

File Description	Document
Report of each outreach activity signed by the Principal	View Document

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

3.4 Collaboration and Linkages

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

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

Response: 1

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

Response: 1

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Link for additional information	View Document

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories,sports field, fitness center, equipment, computing facilities,sports complex, etc. for the various programme offered

Response:

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:-

- President office cum Vistor Room
- Principal's Office
- Administrative Office
- Staff Rooms
- Multipurpose hall
- Classrooms
- Micro Teaching Rooms
- Seminar Hall
- Library
- Reading Room
- Network Resource Centre- WiFi Campus
- Psychology Lab
- Science Lab
- Curriculam lab
- Art & Craft Resource Centre
- Language Lab
- Health and Physical Resource Centre (Sports room)
- ICT With Internet Resource Centre
- Bus-facility

The other infrastructural facilities available in the institution include:

- Hostel Gilrs and Boys
- Staff Quarters
- Canteen
- Parking Space
- Mutiporpuse play-field
- Store Room
- Separate Toilet Facility for Students and Staff
- Girls Comman Room with Wending Machin Sanetary

- Pure Drinking Water Facility
- Fire extinguishers
- CCTV Security System
- first-aid Box

Classrooms: College has 2 classrooms with 5 Micro Teaching Rooms. one seminar hall & ICT Resource Centre, one multipurpose hall that supports the teaching-learning process. The campus is fully wi-fi enabled. Learners use ICT facilities in attending webinars, presentations, preparing technology enabled lesson plans and thus become competent to match the needs of the global sector.

Library: The college has one library associated with one 'library reading room'. Reading Room With the capacity of 25 students setting at one time. Library possesses an Library Management System, ILMS: 'DELNET' that helps in maintaining the records of the books/journals.

Laboratories: Curriculum laboratories available in the college consist of Psychology, Science, Curriculum, Language Lab. Computer lab is equipped with the software and internet connectivity to make the students proficient in a wide range of computer applications, and thus make them competent in the present scenario of requirement of technology enabled teachers.

Equipments:

In the science laboratory a variety of equipment are available that pupil teachers use to perform experiments on their own. Curriculum laboratory contains models, charts on various concepts to use in teaching. The Psychology laboratory is well equipped with materials and psychological tests to know the different behaviours of the persons.

Computing facilities:

Computer laboratory is well equipped with the updated MS Office software.

Art & Craft Resource Centre and Teaching learning resource center for work experience: It provides students to encourage arts practices and develop aesthetic value.

Girls Common Room: It provides female students a place to relax and have informal discussions in free time available. Wending Machin is available in girls common room.

Sports field and sports complex:

To support sports activities one sports field and sports complex are available in the college. Indoor games like carrom-board are also available in the sport room.

Canteen:

The college canteen provides hygienic food to students and staff.

Parking area:

The campus has a wide parking area to accommodate two as well as four wheeler vehicles.

Hostel Facility:

In-campus Hostel facility is provided to students on payment basis

Staff Quarter:

In-campus Staff Quarter facility is provided for staff.

The institution constantly and continuously expands and upgrades the required infrastructure facilities, in view of the changes of the University syllabus.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document

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

Response: 50

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

Response: 2

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

Response: 4

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

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

Response: 92.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.17	4.17	3.95	3.38	2.82

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

4.2 Library as a Learning Resource

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

Response:

The College Library is fully Wi-Fi enabled and has a seating capacity of 50 users, consisting of provisions to enable 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 library is well equipped with all the facilities for students and faculty members and provides them with sufficient teaching-learning material. The library has ample books to refer to for the core and elective papers as well as for professional growth. The Library also has a reading room for students and faculty to work on references and study material. The library plays a vital role in the Teaching-Learning Process as it provides the material online as well. as offline to refer. The students get the books issued for a week and avail the facility of the library and its resources to the fullest. The library of our college is not just a center of learning but also an ocean of knowledge and learning experiences. Students and faculty contribute to the library facilities by actively participating in all the activities organized by the Library Cell from time to time. The library of Our college keeps on updating itself with the latest books and journals to keep abreast of the changing scenario in the Education Industry. The Librarian ensures the students make optimal use of the library.

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

Library Automation:-

KDMGS, Nanasaheb Dr.Uttamrao Mahajan College of Education offers a Multiuse 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

Features of DELNET:

- An Open source library automation Software.
- DELPLUS OPAC facilitates the circulation of books for faculty members and students.

Name Of The Learning resource	Numbers
Print Books	5128
Encyclopedias	
Journals	
Newspapers	
Scanner /Printer	
Databases	
Reoor Books	

-

Services provided by Library: ·

- The Library follows the Open Access System ·
- The library provides access to the University library for e-resources. ·
- Available from 10 am to 5 pm on all working days. ·
- The Library publishes monthly updates about the addition of books and journals. ·
- Year-wise timetable. ·

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Web-link to library facilities	View Document

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

Response:

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.

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

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

Response: B. Any 3 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
Data as per Data template	View Document
Link for additional information	View Document

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

Response: 0.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.0038	0.019	0.031	0.037	0.052

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

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

Response: 8.9

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 107

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 108

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 102

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 106

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 102

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

4.2.6 Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

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

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

Institute provides computing facility with required configuration for 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 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	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document

4.3.2 Student – Computer ratio for last completed academic year

Response: 2.43

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

4.3.3 Internet bandwidth available in the institution

Response: 100

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

Response: 100

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

4.3.4 Facilities for e-content development are available in the institution such as

1. Studio / Live studio
2. Content distribution system
3. Lecture Capturing System (LCS)
4. Teleprompter
5. Editing and graphic unit

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

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

Response: 94.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	2	5	4

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.4.2 Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place

Response:

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. Stock list of assets of Classroom property, cleaning and maintenance is done on a regular basis, and Annual Maintenance of all the modern teaching technology systems about repairs and replacements are the basic attributes of classroom management.

Laboratory

The laboratories in the college are furnished according to the statutory rules. Necessary equipment and material are procured to deliver to the students the best standards of education.

- 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.
- Withdrawal of books and other reading material that is not useful for current references is done regularly

Care of Library Books:

Students are required to handle the books/journals very carefully; marking with a pencil; writing or highlighting, tearing the pages, or mutilating the same in any other way will be viewed very seriously.

Computers & Softwares

Maintenance of computers (Hardware and Software), updating software related to the administrative and overall maintenance of campus infrastructure. Annual maintenance for computers, Printers, software, CCTV, Fire extinguisher, garden, and security are in place.

Website & ERP System

The website is maintained and updated with the help of external professionals. ERP System is developed to keep parents informed about students' attendance, Classes, admission, Fees, and profiles via mobile messages assuring the safety of the students.

SPORTS

Sports Cell looks after maintaining the sports ground and sports equipment and organizes various indoor and outdoor sports competitions for students at intra and intercollegiate levels. Safety equipment and sports gear are properly maintained and students are always instructed during sports periods in regard to the proper handling of the gears.

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
- Health and Physical Education Resource Center
- Hostel

Being an Institution for girls, Safety issue is specially handled and appropriate measures are taken to make the campus safe for students

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response: B. Any 4 or 5 of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Data as per Data Template	View Document

5.1.2 Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Geo-tagged photographs	View Document

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

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**

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

Response: A. All of the above

File Description	Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

File Description	Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

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

Response: 23.53

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 12

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

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

File Description	Document
Data as per Data Template	View Document

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

Response: 6.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	5	3	2	0

File Description	Document
Data as per Data Template	View Document

5.3 Student Participation and Activities

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

Response:

The Institution believes in youth empowerment through quality education. Hence enough space is given for co-curricular, extracurricular activities of the college. The students are involved in a number of activities at the institutional level and also at society level. The student encourages and motivates to participate in student's oriented programmes such as Blood donation camp, Fresher's Welcome, Republic Day, Independence Day, Voters Day, Yoga Day, Environment Day, etc. Students assist teachers in making any such events successful. The students also ensure to maintain discipline in the college by encouraging students to follow the rules and regulations laid down by the college and insisting other students maintain 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	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document

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

Response: 6.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	8	0	4	9

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document

5.4 Alumni Engagement

5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

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 get-togethers. 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 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	Document
Details of office bearers and members of alumni association	View Document

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response: A. Any 6 or more of the above

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

Response: 5

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

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

File Description	Document
Data as per Data Template	View Document

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

Response:

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 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.
- Felicitations 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 in establishing 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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

KDMGS, Nanasahab 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 socio-economic background and cultivate moral, intellectual, spiritual, social, emotional and all-round development of its students.

Vision

To provide high-quality teacher Education while equipping the student with knowledge and skill in their chosen stream and empower the student's teacher fraternity and foster life long learning.

Mission

We Are Committed to providing excellent trainers and fulfillment of teaching skills with multi-dimensional

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.

As far as the effective leadership being in tune with the vision and mission of the institute is concerned, the college Management Committee takes care of planning, sanctioning, monitoring and evaluating academic and administrative wings' working. The working of Management Committee is made more transparent and effective as representatives in it are the members from the staff and different stakeholders. Major decisions like sanctioning of budget, introducing new courses, appointment of temporary teachers, implementation and evaluation of teaching learning process are taken by Management Committee.

The head of the institution plays the major role in executing the decision taken by the Management Committee, with the help of IQAC of the college.

The college governance tries to attain the vision and mission through:

a) Perspective plan:

Long term development to be implemented in the form of Future plan of the college.

b) Academic Quality:

To achieve academic excellence, the college put in the assessment process which ensures the enhancement in quality of academics.

c) Students' Participation:

Emphasis has been laid on the student centric approaches by involving more and more students in day to day activities of the college.

d) Implementation of Government & Institutional Schemes:

GOI scholarships, State Govt. Scholarship are in practice for the welfare of the students.

e) Organizing curricular, co-curricular and extracurricular Activities:

Round the year students are exposed to curricular, cocurricular and extracurricular activities.

f) Amenities and infrastructure:

Keeping pace with the increasing number of students in the college, the new material is being added to infrastructure.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document

6.1.2 Institution practices decentralization and participative management

Response:

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, Nanasahab Dr. Uttamrao Mahajan College Of Education is a very effective body which serves as a link between the college, students and administration.

Meetings of Management Committee are held regularly to discuss matters related to college development, students and faculty development.

KDMGS, Nanasahab 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 in order to improve the college and its facilities.

In order 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.

Some of the functions of the committees are as follows:

- 1) The examination sub-committee conducts Time table and undertakes two internal sessional examinations in a year. Other than the regular University examinations.
- 2) The admission sub-committee arranges the admission of the college.
- 3) Routine sub-committee prepares the routine of the college.
- 4) Cultural sub-committee arranges the entire cultural program.
- 4) The discipline committee looks after the overall discipline of the college so that students try to maintain the rules and regulations of the college.
- 5) The anti-ragging committee and Sexual Harassment cell see that the students are fully secured inside the college campus.
- 6) The development committee looks after the overall development of the college, including infrastructure development.
- 7) The purchase committee looks after the purchase of various equipment, instruments, furniture, etc.
- 8) The literary and Debate Committee encourages students to participate in debate in the college campus and also take an active part in various inter-college competitions.
- 9) Library committee looks after the books requirement according to the need of the students.
- 10) Anti ragging committee looks after the issues will not create. They checked and banned ragging.

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

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

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

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document

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

Response:

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 on the basis of 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 non-teaching 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	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

Strategic Plan is made for the development of for effective academic and administrative functioning of the institute prior to 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 latest norms and curriculum requirement.
- Books were purchased as per latest curriculum
- Use of Shodhsindhu and 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 of NAAC is the best example of the successful implementation of the strategic plan for the effective academic and administrative functioning

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

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

Response:

The college functions under the supervision of the Management Committee whose powers are defined by the KBC North Maharashtra University, Jalgaon. The names of the Management Committee and tenure is finally approved by KBC North Maharashtra University, Jalgaon. Principal is the chief executive and administrator of the college who coordinates all the activities of the college. Principal is also the ex-officio chairperson of the college which functions through various committees to carry out various functions of the college.

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 institute and university level which resolves grievance of stake holders

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	Document
Documentary evidence in support of the claim	View Document
Link to Organogram of the Institution website	View Document

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

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

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document

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

Response:

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.

6.3 Faculty Empowerment Strategies

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

Response:

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 non-teaching staff. IQAC has set the norms for professional development of faculty members and non-teaching 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, Organize seminar, Guest Lecture.
- Encourage acquiring higher professional qualification by non-teaching Staff. Non-teaching staffs are also allowed to undertake various training programs for enhancing their professional knowledge.
- Organize training for non-teaching staff to upgrade their skills.

Though the College is private College, the institution has effective welfare measures for teaching and non-teaching staff.

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 10

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	3	1

File Description	Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document

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

Response: 1

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

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

File Description	Document
Data as per Data Template	View Document

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

Response: 57.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	5	17	0	1

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

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

Response:

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 students and suggest suitable measures to improve the teaching-learning process. For non-teaching staff, the feedback are collected from each department and appraisals are given.

We can define the following purposes :

1. Providing feedback to employees about their performance.
2. Facilitating decisions concerning pay increases, promotions, layoffs.
3. Encouraging performance improvement.
4. Setting and measuring goals.
5. Determining individual and organisational training and development needs.
6. Confirming that good hiring decisions are being made.
7. Provide legal support for personnel decisions.
8. Improving overall organisational performance .

Qualitative and quantitative parameters adopted for Teaching Faculty Appraisal are -

1. Effectiveness of Academic Deliverance –It is evaluated on the basis of teachers’ academic deliverance in B.Ed Program- Daily attendance record of students, Course development and management, coordination with students in terms of subject deliverance, class activities, lab related practical work, attendance issues etc. in due time line and mentoring in co-curriculars like college events, workshops and Guest lectures .
2. Effectiveness of Academic Management(Coordination)– Completion of additional activities allotted in due time line.
3. Academic Development(self as well as the college)– Initiatives taken for self improvement/ enhancement, Development of Best practices at workplace
4. Contribution to other Departmental Functions – Initiatives taken to other Departmental Functions as a whole.
5. Research Work-Involvement in research related activities is also one of the parameters for Appraisal.

Qualitative and qualitative parameters adopted for Non-Teaching Staff are-

All non-teaching staff are also assessed through annual performance appraisal. The various parameters for staff members are assessed under different categories i.e- Departmental and Cell Activities, academic and administrative coordination, Academic Management, Self Development, Discipline and efficient organisation of work assigned and technical abilities. The overall assessment is based on the cumulative grade by the Reporting Principal, which is then forwarded to the Chairperson by the forwarding officer. On satisfactory performance, all employees are granted promotions and financial upgradation.

The Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in motivating them, analysing their strengths and weaknesses and ensuring better performance.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly	
Response:	
<p>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.</p>	

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document

6.4.2 Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)	
Response: 0	

6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)					
	2022-23	2021-22	2020-21	2019-20	2018-19
	0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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

KDMGS,Nanasaheb Dr.Uttamrao Mahajan College of Education has certain strategies for mobilization of funds and the optimal utilization of resources. The resource mobilization policy and a procedure are displayed on the Institutional website. The 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.

The College utilizes these funds for the following resources:

- .Library Books: The above funds are utilized for purchasing the books for the library so that a rich learning resource centre can be provided to the students. as the Library is the centre of learning. The books are purchased on a regular basis for the library using the above funds in an optimal manner.
- .Infrastructural Improvements: College utilizes the above funds to bring required infrastructural changes in the premises from time to time like addition of Lift for students, additional furniture in the classes, smart boards etc.
- .Learning material for activities: College spends the above funds for purchase of learning material like charts, stationary material etc to conduct various activities in the college like House activities, Competitions, celebrations etc.
- Gardening Expenses: College utilizes a considerable amount on Gardening which keeps the environment green and healthy. Gardening is the regular practice at college to contribute to local environment.
- Security Purpose: At Satyam safety and security are primary concerns and is looked after constantly by appointing the security guards ensuring safety and security of each in the college.
- Housekeeping: College ensures cleanliness and well sanitized premises to the inmates and for this purpose an adequate number of staff is appointed. College utilizes a fine amount of funds on housekeeping to provide clean and hygienic premises.
- Repair & Maintenance: a considerable amount of funds is utilized on repair and maintenance of on-going wear and tear in the building.
- Insurance: College utilizes the above mentioned funds for Insurance purposes as well.
- Electricity: Constant power supply is ensured in the college so that no hindrance occurs in the smooth functioning of the Teaching-learning process.
- Internet Charges: College provides Wi-Fi enabled campus to students so that ICT can be integrated in the Teaching-Learning process. The above funds are mobilized to provide the Internet service to all the users.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document

6.5 Internal Quality Assurance System

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

Response:

KDMGS, Nanasahab Dr. Uttamrao Mahajan College Of Education has adopted quality management strategies in academic and administrative aspects. It is geared to promote an ambience of creativity, innovation and improving quality.

The college formulated and established a Seven-member Internal Quality Assurance Cell (IQAC) in 2023 so as to respond to the changing educational, social and market demands.

The cell makes assessment of different aspects of the functioning of the college, and monitors their functioning. It gives suggestions from time to time i.e. from beginning to the end of the course. This cell also examines and addresses the suggestions received through different modes such as verbal, communicated or through Suggestion Box and allied channels. Its major activities include.

- Development and application of quality benchmarks/parameters for the various academic and administrative activities of the College;
- Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes;
- Dissemination of information on the various quality parameters;
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- Documentation of the various programmes/activities of the College, leading to quality improvement;
- Development and maintenance of Institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;
- Development of Quality Culture

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 with value added course, 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.
- Outcome based education is initiated by IQAC .
- Result-analysis and active Grievance Redressal Cell .
- Updating Infrastructural facilities including physical facilities, ICT facilities, library facility with ICT integration.
- To strengthen student support system with GOI scholarship.
- Encourage student activities including sports and cultural.

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

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

Response:

The institution reviews its teaching-learning process at periodic intervals through its various Academic and Administrative Committees which includes 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.

Institute reviews its teaching learning process through taking feedbacks 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 through the following ways:

On the basis of 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 taken efforts to improve the facilities:

- Ensures adherence to academic calendar with the help of schedule for all activities
- Supervises content delivery by faculty, through Principal
- Ensures high performance of students in internal examination academic
- Internet and WI-FI facility is provided.
- LCD/OHP projectors are installed in classrooms and laboratories.
- N-List Membership
- Online feedback system is introduced for feedback on curriculum, teaching learning process

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

6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 0.8

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

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

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

Response: B. Any 3 of the above

File Description	Document
Feedback analysis report	View Document
Data as per Data Template	View Document

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

Response:

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 philosophy, specificity of 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 time table, program structure, syllabus of courses before the semester starts. Class committees are held regularly to seek feedback with 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 policy to evaluate and evaluate it from time to time. Accordingly, the IQAC complies with teaching, learning activities and reviews, and modifies after taking suggestions. To see the learning outcomes, the IQAC periodically reviews the teaching process and suggests gradual and regular expansion, upgrades and addition of expected materials, equipment, infrastructure and more.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Energy is the capacity to do work. According to the law of conservation of energy, energy can neither be created nor destroyed. It can only be transformed from one form into another. This means that the loss in one form of energy leads to the rise in the other form of energy.

Energy conservation is the practice of reducing the consumption of energy by humans or Energy conservation means making the most of our energy resources by using our natural endowments wisely, getting the greatest return from our energy investments, and investing in clean energy. Energy is conserved to reduce the cost of consumption and to preserve the limited existing resources of energy. Energy can be conserved by using energy-efficient devices and other methods to consume energy and reduce the use of energy 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 flurescent lights (CFLs) and light emitting cliode 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 on 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 solar plan for hot water.

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

Response:

Solid Waste Management-

Nurturing environment consciousness is the aspiration of KDMGS, Nanasaheb Dr.Uttamrao Mahajan college of Education and so the college has undertaken certain steps to maintain solid waste management. To keep the campus neat and clean, the college has made use of more waste boxes kept in different corners of the college campus, so that the students, teaching and non-teaching staff use these boxes as a dustbin.

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-

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

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

7.1.3 Institution waste management practices include

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

Response: C. Any 2 of the above

File Description	Document
Geo-tagged photographs	View Document

7.1.4 Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

Response: C. Any 2 of the above

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

Response:

The college is socially and morally committed to maintain clean,green and safe campus and good ambience. 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 on a regular basis. The objective is to reduce the pollution level to achieve the goal of minimum pollution on the campus

File Description	Document
Documents and/or photographs in support of the claim	View Document

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document

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

Response: 1.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.141	0.063	0.106	0.018	0.038

File Description	Document
Data as per Data Template	View Document

7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

INSTITUTION PUTS FORTH EFFORTS LEVERAGING LOCAL ENVIRONMENT, LOCATIONAL KNOWLEDGE AND RESOURCES, COMMUNITY PRACTICES AND CHALLENGES

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.Relway station And Bus Stand in the vicinity (within 2 km)
- 2.College is located near Dhule -Chatrpati Sabhhaji Nagar Bypass, Dhule Road.
- 3.Sufficient Green Area in vicinity of 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 to control 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 organised for public awareness

List of Efforts put forth by Institute leveraging local environment, locational knowledge and resource, community practices and challenges:

Sr.No	Issues Addressed	Initiatives to address advantages
1	Proximity to almost all commuting- Access to students from rural areas	Students avail the Easy a transport means - 1. Relwy,Bus and public tran 2. For travel a Students

		<p>advantage while selecting their higher studies.</p> <p>3. A segment of students Rural & Urban areas</p>
2.	The college being close to many schools in the area with sufficient resources to provide optimal exposure to students.	<p>Students have easy</p> <p>1.Observation of classroom skills learnt</p> <p>2.Internship in the schools</p> <p>3.Teaching Practice in the deliver lessons</p>
3	Police Station in close Proximity	The Police Station is located 2km for any issue in a safety
4	24/7 CCTV Surveillance covering roads on all sides of the college	College helps the community eye on each activity happening in locality assisting in maintenance order.
5.	<p>Parking Facility in the premises</p> <p>Hostel & Staff Quarters Facility in the Premises</p>	<p>College offers its own parking inside the college premises to avoid tussle with locals and community parking.</p> <p>College Offers its Own Hostel Quarters inside the college premises can be easy for the student and staff</p>

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

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

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

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Link for additional information	View Document

7.2 Best Practices

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

Response:

Best Practice - 1

Title of the practice: Promotion of Environmental Consciousness

Objective of the practice:

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

Context:

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

Practice:

Plantation and afforestation is the need of the hour for maintaining a healthy and pollution free environment. A canopy of large leafy trees provides shade and a beautiful ambiance to the entire surrounding. Dr. Uttamrao D Mahajan President of the College was the key person for establishing this beautiful garden. The green Aurvedic plant species of the campus is identified by the College. The flora includes approximately 100 species. To make the campus eco- friendly, various initiatives have been undertaken by the College.

Problems encountered and resources required:

The problem arises with regard to irrigating certain areas of the garden in the summer season. The main problem regarding the maintenance of these gardens is limited funds. And adequate supporting staff. As the state government does not allocate funds for this purpose, the college has to maintain this from the non-government fund.

Best Practice - 2

Title of the practice: Developing Empathy through Community Service

The objective of the practice:

The objectives of the practices are:

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

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. It not only keeps us connected to others but also inspires us to help. Engaging in community service provides students with the opportunity to become active members of their community and has a lasting positive impact on society at large. The student develops a sense of social responsibility, tolerance, and cooperation

Practice:

The KDMGS Aurved Medical College And KDMGS,Nanasaheb Dr.Uttamrao Mahajan College of Education organize voluntary blood donation camps every year. A doctor and three-to-five technical staff conduct the blood camp. The doctor examines the weight and primary health condition of each willing donor and technical staff collects blood from the donors. The collected blood is transported and stored in the Blood Bank. This practice is aimed to provide an adequate supply of safe blood.

File Description	Document
Photos related to two best practices of the Institution	View Document

7.3 Institutional Distinctiveness

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

Response:

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 bonding with the local people. This includes a number of 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, career oriented programs through value added courses. Special attention is given to weak students especially 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 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 Hostel (Girls & Boys), Staff Quarters and Campus the college has appointed one security guard at its own expenses which is not a routine practice generally in government colleges.

Through proper planning and strategies, the institution focuses at delivering to its best ability the vision of the college. Our college believes in philosophy that students are the most essential and crucial stakeholder and all essential efforts are made to make them professionally and socially competent, so special efforts are made in this context. In our institute Students from a diverse socio-economic and academic background are enrolled annually.

5. CONCLUSION

Additional Information :

KDMGS Nanasaheb Dr. Uttamrao Mahajan College of Education, College is affiliated with KBC, North Maharashtra University, and follows a predetermined syllabus. However, the college innovates within these established academic structures, committed to providing holistic development for its all student body.

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

During the Covid-19 crisis, college students and teaching staff were in regular contact through online mode and the teaching-learning process was going on smoothly through different online platforms. College professors organize various webinars and virtual workshops, which directly upgrade teachers and students, and thus, teachers create innovative teaching and learning methods that meet the growing demands of the academic sector and students in the same manner.

At KDMGS Nanasaheb Dr. Uttamrao Mahajan College of Education, education is dialogic, and the feedback system gives it this transparency and accountability.

Concluding Remarks :

The Institute offers an outstanding learning environment for students by providing state-of-the-art, infrastructure, facilities, effective course curriculum, and use of innovative teaching methodology. Academic processes in college are streamlined, with timetables and other administrative tasks prepped well in advance of teaching sessions. The teaching at the college is supported by relevant ICT facilities. The college enjoys technologically enabled and inclusive infrastructure including a well-equipped library, making it possible for students to participate in modern teaching-learning. Experiential learning through internships projects and field trips are specifically facilitated.

KDMGS Nanasaheb Dr. Uttamrao Mahajan College of Education focuses on the development of its students not only by imparting quality education in teacher training but also by instilling a sense of self-worth and discipline. The college strives to fulfill its vision and mission by imparting transformative education for the empowerment of women and promotion of a more just and humane society.