SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MATOSHRI COLLEGE OF EDUCATION, EKLAHARE

AT/POST EKLAHARE NEAR AURANGABAD HIGHWAY NEAR ODHAGAON
NASHIK
422105
https://bed.matoshri.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Matoshri College of Education established and recognized by NCTE in 2014 at Eklahare, Nashik which is located in rural area and affiliated with Savitribai Phule Pune University, Pune. College is self-finance college run by Matoshri Education Society, Yeola Tal. Yeola Dist. Nashik.

The College is located in a more than 7.5-acre campus that is fresh, lush green with a naturally beautiful site. The College has located approximately 14 kilometers from City Nashik and 1 km from Nashik-Aurangabad Highway at Eklahare. The campus has been planned to take into consideration the ever-increasing demand for space. The college building is ever-expanding and has approximately 2693 sq. meter of built-up area with adequate infrastructure and facilities.

College is committed to impart training in the field of education to the satisfaction of the students in particular and their parents and society in general. College believes in providing the environment to achieve excellence in the field of education. College realized the importance of need based regional, national and global level studies. The college library is partially automated using 'e-library management' Library Software' with seating capacity of 50 used by student-teachers and faculty members for referencing, reading and supervised self-study. Library provides access to 3575 books, 07 Encyclopedia, 18 journals and 03 regular newspapers. The college is committed to making students conscious of their social responsibility through outreach programs. These programs enhance student social awareness and sensitivity towards the society. College has constituted a Woman Grievance and Redressed cell and an Anti-Ragging committee.

The Statutory bodies of the College are the Governing Council, the Advisory Committees and the College development committee. These bodies along with the IQAC play an important role in framing policies and executing them. The Governing Council to take decisions and plan strategies which are appropriate for the development of the institution.

Under the supervision of Principal, heads and committee members plan for organizing curricular and co-curricular activities. The college practices a well-structured system of mentoring to provide proper guidance to the students in not only choosing the right career path but also to help them to become confident and emotionally secure individuals.

Vision

Matoshri College of education, Eklahare, Nashik affiliated with Savitribai Phule Pune University, Pune is a B. Ed College and to operationalize the overall development of the student-teacher, College has founded the vision and mission of the college by the governing body to provide all the necessary support to manage , supervise and administrative and administer the college affairs. With the able guidance of the Governing Body, the Principal take decision and delegates responsibilities to faculty and staff for effective and efficient functioning of the college to realize its set goals.

The vision and mission of the college is in focus while planning college and society activities. Faculty and students are encouraged to organize and join respectively short term courses aimed at capacity building,

employability and imbibing human values.

Vision :-

- To empower thorough education ,people who are economically and socially challenged.
- To transform Teacher Trainees into change Agents & Leader of Changes

- To enhance the employability of Teachers Trainees through Skill sets designed for Value addition

Mission

Mission and Objectives:

- Vision Based Strategy to provide holistic education.
- Program to see beyond examinations and make partnering in Nation building process.
- Trans-Curricular skills set to make them employable
- Off-Campus Programs to sensitize the towards Social causes.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The college is proud of its highly efficient, qualified and experienced staff.
- College has always prompted and motivated its staff for research and Staff duly complied.
- Most of the staff members are pursuing their Ph. D in Education. They are real assets of our institutions.
- Bilingual methods of teaching are used in most of the courses as majority of students are first generation learners from low socio economic background.
- ICT enabled classrooms and Wi-Fi campus
- 24/7 CCTV surveillance inside and outside the college
- Security is maintained with security guards.
- Well ventilated and spacious classrooms
- Well-furnished classrooms, libraries and other amenities.
- Time-bound examination system and declaration of results
- A well-defined student admission policy
- Adequate student support services.
- Internship opportunities and teaching practice for students in various schools.
- Transparent feedback system
- Well stocked library with e-resources.
- The college admits students from diverse backgrounds which promotes multicultural ethos on the campus.
- The college has vibrant Research and collaboration committee that encourages research activities among the faculty and students of College.
- Our college strives to be creative model of education that is based on culture of eco-friendly practices and making the campus environmentally sustainable.

- Well maintained sports grounds and college lawns.
- In sphere of water conservation our college has built a Rain Water Harvesting system where rainwater is collected from the roof of the institution building and the water is redirected to a borehole which facilitates the water to seep down and restore the ground water.
- The college maintains Pollution free Environment by preserving its acres of green lawns along with plantation of plants. The overall aroma of the college campus is very soothing and pleasant.
- Sanitary Vending and Incinerator Machines are the additional features of the institution to provide healthy and congenial environment.

Institutional Weakness

- Limited resources are in the use of digital technology to enhance teaching-learning in the campus.
- The number of permanent teaching staff in the college needs to be increased
- Insufficient Number of Research Volumes and Journals in the library
- Soft skill and communication skills of students need to be improved.
- Our college is being situated in rural area.
- Most of our students belong to impoverish background of information/knowledge which disables them to have access to ultra-modern, innovative technology.
- Public transportation facilities in the area from their village are not adequate which poses a problem to students from far off places to reach the college.
- Lack of service units like NCC, Scouts & Guide etc. for more organizes service training for professionals.

Institutional Opportunity

- College provides ample scope to promote and create a more harmonious and peaceful world through its students who are groomed to be agents of social transformation in keeping with its vision and mission.
- Highly qualified, efficient and committed faculty members who are capable of organizing and conducting high quality seminars, workshops, conferences is an added opportunity to further partner with eminent institutions to carry out certificate programmes , add on courses etc. this will provide the scope to create more teaching-learning material and contribute to various fields of education.
- With the recent employment trends that require a more highly skilled workforce. College can initiate professional and other vocation courses that meet the current needs of the society.
- College has a large repertoire of its alumnae who can enhance learning experiences on campus adding relevance to the current programmes offered. This effort will strengthen the social capital of the college with alumnae.
- More MOUs can be signed with other institutes for benefit of both the institute and the other institutes.

Institutional Challenge

- It is a challenge to obtain the Grants and Funding for pursuing research projects.
- To constantly enhance student enrollment.
- To motivate students to develop critical and analytical thinking and to cultivate in them an endeavoring passion to pursue higher education
- Developing soft skills and communication skills among students

- Attract the meritorious students in and around the area.
- Publishing journal of Matoshri College of Education
- Curriculum Planning and Curriculum Development is not in control.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Matoshri College of Education is affiliated with Savitribai Phule Pune University, Pune, has to abide by the rules, regulations and curriculum stipulated by the University. College has established a curriculum committee in collaboration with IQAC and staff members of college to plan and implement curriculum in unique manner. The IQAC reviews the curriculum through a well-documented process, including strategic planning, university academic calendars, college academic calendars, college handbooks, and feedback systems. The college is offering teacher education programme i.e. B. Ed. The students have open choice to choose optional / elective courses including pedagogy offered by the college. PLOs and CLOs for programme are clearly stated on the website. The institute organizes and promotes the learners with respect to co-curricular and extra-curricular activities. By introducing new value-added courses, college provides a platform for talent development. These courses help students build their employability skills, professional abilities, health awareness, technical skills, and personalities. The elective subjects add to the learner's choice to learn specific courses during their study. Many skill development and value added programmes are organized for all round development of the learners. Through involvement in many events and contests connected to various study areas, college gives abundant chances for students to gain and apply information, skills, values, and attitudes to real-life situations. Planning and execution are closely followed in the conduction of academics, co-curricular and extra-curricular activities. Feedbacks from learners and other stakeholders help the Institute to refine and reiterate the processes and practices to reach to the goal.

Teaching-learning and Evaluation

The entire admission process is transparent and systematic as per the rules of NCTE, Government of Maharashtra and Savitribai Phule Pune University. All faculty members are assigned different duties for the smooth conduct of admission procedure. The meritorious students are admitted and reservations are also taken care of during the admission by the institution. To retain the students with diverse backgrounds the institution provides the facilities like fee concession, bilingual approach by teachers, no gender discrimination in any aspect etc. The faculty members identify, reflect and engage with diverse learners by providing appropriate learning environment that helps to maintain an effective mentoring relationship. The college resorts to various student-centric pedagogical methods for raising the learning levels of the students. Teachers utilize experiential learning, problem-solving methodologies, role-playing activities, classroom seminars, group discussions, project work, assignment work, field visits and case studies for enriching their students' horizon. They also use various ICT resources such as Google Classroom and other platforms in providing variety of learning experiences to the students. In order to be well versed with 21st century skills students are trained to participate in various activities to gain life-time experiences during their internship. College endeavors to professionally enrich their staff members by providing them chance to be a part of various refresher courses, Induction Training Programme, workshops, seminars and symposiums organized by government and non-governmental organizations. Every faculty member is encouraged to use the latest technologies so as to keep themselves updated about the latest trends in their subject. The evaluation system is both scientific and objective. It is both formative and summative in nature. The students of all courses are given a clear idea of evaluation at the

beginning of the program itself during orientation course and through academic calendar. All records of attendance, internal and external examination are documented. To achieve stated PLOs and CLOs, Continuous internal assessment and suitable pedagogical approaches are utilized. College holds full transparency in dissemination of basic details of each and every enrolled student which further helps in boosting enrolment and upgrading the quality of higher education.

Infrastructure and Learning Resources

The college has adequate infrastructure facilities and resources as per NCTE and Govt. of Maharashtra Norms. The college has built up area of 2693 seq. meter that consists of Multipurpose Hall, Classrooms, Sports Room, Staff Room, Girl's Common Room, Canteen, Library-Cum-Reading Room, Laboratories, Principal's Office, Administrative Office, and Store Room are available. Curricular and Co-curricular activities are taken up in the multipurpose hall as well as ampi theatre and Multi-Purpose Play Field available in the college.

The library is Wi-Fi enabled and well equipped with all the facilities for students and faculty members and it consists of wide varieties of text books, reference books of various subjects, magazine and journals. Library is partially automated and possesses an Integrated Library Management System, which provides a user friendly interface for searching documents in the library and their issue status.

To keep pace with the academic growth institution provides Wi-Fi facility 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 teaching-learning process. Over the years college upgrades its hardware, software and allied ICT facilities according to requirements.

The need for the purified water is pacified through the water coolers set up. Enough toilet blocks for female and male are available in the college. There is also a canteen in the college premises, providing hygienic breakfast, vegetarian lunch, coffee, tea, snacks and refreshments at nominal cost. Uninterrupted electricity supply is ensured in the campus with the help many inverters and UPS systems. Sports department have gymnasium for girls. The maintenance and renovation of the learning resources and facilities in the college is funded by the management, and is done as and when required.

Student Support and Progression

Matoshri College of Education puts efforts into capability building and skill enhancement of students by providing opportunities for career and personal counselling, development of academic 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, recreational facility, 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.

A placement cell established in the college assists students in on and off-campus placement. Various types of

workshops are organized for students for preparing them for interviews. Students have been motivated to progress to higher education and supported for qualifying competitive examinations by providing guidance to them. The progression of girl students toward higher education is increasing year by year.

Co-curricular activities are given the pride of place and are a vital part of the life of the students at Matoshri College of Education. The institution extensively focuses on various activities in different areas. Inter-college platforms are provided to the students to showcase a wide array of co-curricular activities.

The college has an active Alumni Association. Alumni participate actively in institutional functioning and work closely with the students and the college at large providing guidance and mentorship as well as financial assistance. The college aims at developing the all-around personality of students through student-centric education by providing a healthy environment and supportive resources for student progression and wellbeing.

Governance, Leadership and Management

The Management, Principal and the Faculty collectively strive towards building an academically vibrant atmosphere in the college. The college aims to promote academic excellence by maintaining high teaching standards, imparting holistic quality education to students and empowering them with knowledge and skills with the aim of transforming them into self- reliant and socially committed citizens of the country. The governance and leadership of our college entails participative management by the Governing Body, the Principal, the teaching and non-teaching staff and the students.

College has a perspective plan and all academic and administrative activities are carried out in accordance with it. The functioning of the institutional bodies is effective and efficient which is clear from the organ gram and cell structures. The institution has the different committees to ensure the execution of all activities such as Grievance Redressed Committee, Admission Committee, Anti-Ragging Committee, Minority Cell etc

College Development Committee expert expertise has benefitted a lot to the college in completing the perspective and strategic plans. They share their expertise and expectations to prepare the perspective plan and encourage deploying it successfully. Staff meetings are held periodically for the effective planning and implementation of teaching, learning and administrative programmes. Student Council meetings are also held at regular intervals to address student related issues. Transparency is maintained in faculty appointment procedure and service rules. The college has implemented e-governance in almost all areas of operation.

There are a number of welfare measures for the benefit of teaching and nonteaching staff. They are also provided with opportunity and financial help to attend professional development programmes. The college has organized various Faculty Development Programmes. Performance of the teaching and non-teaching staff is assessed through the appraisal System. The college conducts regular internal and external audit and prepares annual budget.

The IQAC coordinates all the quality-related activities by developing an organized methodology of documentation and internal communication, enhancing and integrating the various activities of the college and ensuring the adoption and dissemination of good practices. IQAC gathers online feedback regarding the effectiveness of the teaching-learning process. Various quality initiatives for improving the quality culture are taken by the Institute under the guidelines of IQAC.

Institutional Values and Best Practices

This criterion focuses on the efforts made by institution for values and best practices that influenced its academic excellence. Any innovative practice is a path designed to advance the interest of the students and the institution. The following are some key aspects:

- The institution has stated energy, waste, water and green cover management policy. It maintaining a clean, green, and plastic and pollution free environment in the campus, keeping in view the sustainable development goals.
- Waste is segregated and disposed properly.
- Open gyms, LED lights, TFT/LCD Monitors, Energy efficient Electrical Appliances are used to minimize its energy consumption.
- Rainwater harvesting pit, underground water storage tanks are used.
- Green Audits are conducted to assess the performance of the institution in green initiatives and to promote environmental consciousness among students.
- Minimum use of plastic bags, tree plantation drives, use of ceramic and steel utensils and promotion of print little are some initiatives taken.
- Significant days, awareness programs and camps on Health Check Up, Blood Donation, Social activities, etc. are organized. It organizes various programs and works with old age homes, NGOs, Orphanages to address the local community and societal needs.
- The best practices are evolved every year keeping in view its vision and mission.
- The college has made consistent efforts towards inculcating the best values and practices.
- Online teaching in covid-19 pandemic, Online Skill Development Programme organized by Naandi Foundation and National Webinar on NEP-2020 are best practices of the institution.
- The distinctiveness of college lies in promoting integrated personality development of students.

Research and Outreach Activities

Matoshri College of Education is keenly involved in creating and promoting a research culture amongst the faculty and students. College in its institutional Matoshri College Of Education has designed the 'Research Policy' to promote the research, thus motivating the faculty members and students of the Matoshri College to undertake the activities by adopting a policy of integration support. Study leaves, organizational support are provided to faculty engaged in research.

Matoshri College of Education aims at providing opportunities to students to come out with new ideas as trying Innovation increases student's chances to react to changes and discover new opportunities. Our faculty members publish books and research articles in UGC approved journals.

To facilitate more research, the Research Cell under IQAC initiative organized Conferences, Seminars and FDPs. A one-day National Webinar in January 2022 was organized by College.

Matoshri College Of Education has been recognized for its innovative outreach activities. Focus on extension activities and outreach activities for students to sensitize them to work for social change in the field of education, awareness; empowerment of women, environment protection and other social issues for inclusive society is an indispensable part of curriculum. Internships and fieldtrips are encouraged to strengthen experiential learning. To meet the emerging academic and research needs, faculty enrichment programmes, seminars, symposiums, special lectures and workshops are regularly organized.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MATOSHRI COLLEGE OF EDUCATION, EKLAHARE
Address	At/Post Eklahare Near Aurangabad Highway Near Odhagaon Nashik
City	Eklahare Nashik
State	Maharashtra
Pin	422105
Website	https://bed.matoshri.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Vaishali Punjaram Suryawanshi	0253-2406686	8275291848	0253-2406600	drvaishalisona@rediffmail.com
Professor	Shashikant Tryambak Nikam	-	9922937858	-	nikamstn@gmail.com

Status of the Institution	
Institution Status	Self Financing

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

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	[View Document](#)

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	[View Document](#)	31-05-2015	96	

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 Eklahare Near Aurangabad Highway Near Odhagaon Nashik	Rural	1.395	2693

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,B Ed,	24	Graduation	Marathi	218	205

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				16			
Recruited	0	0	0	0	0	0	0	0	10	6	0	16
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				16			
Recruited	0	0	0	0	0	0	0	0	11	5	0	16
Yet to Recruit	0				0				0			

	Non-Teaching Staff			
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	5	3	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	5	3	0	8
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				16
Recruited	11	5	0	16
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				16
Recruited	11	5	0	16
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	11	5	0	16
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	31	25	0	0	56
	Female	144	5	0	0	149
	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	0	0	0	0
	Female	5	5	0	0
	Others	0	0	0	0
ST	Male	5	1	0	0
	Female	2	3	0	0
	Others	0	0	0	0
OBC	Male	3	9	0	0
	Female	30	35	0	0
	Others	0	0	0	0
General	Male	18	20	0	0
	Female	39	30	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		102	103	0	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	In order to fulfill one of the major objective of NEP-2020, to develop overall performance of student-teachers in various aspects such as intellectual, social, physical, emotional, moral, values, ethics, decision

	making, problem solving and etc. NEP-2020 gives the boost for this through interdisciplinary subject. Education is one of the part of interdisciplinary faculty and it is ultimately duty of Teacher-Education Colleges to provide the facilities to implement the NEP-2020 very effectively and skillfully. Thus Matoshri Education Society and Matoshri College of Education, Eklahare, Nashik had worked on to study the NEP-2020 Policy thoroughly and take participation in various online and offline Seminar, Workshops for faculty members and student-teachers as well. College also successfully organizes one State Level Online Seminar for other to give more information about NEP-2020. Our Course syllabus is based on Choice based Credit System (CBCS) and it provides the holistic academic growth among the student-teachers. Interdisciplinary curriculum has been proposed which gives freedom to the students to choose their preferred options from the range of elective subjects offered by institution.
2. Academic bank of credits (ABC):	As per the guideline given by the Savitribai Phule Pune University, Pune which is one of the leading State University guides us to create the Academic Bank Of Credits account for every students to provide them opportunities for selecting the choices and credited in their account. For this it is mandatory for students to create their ABC Id in nad.digitallocker.gov.in. Our college make sure that every student-teacher has to create their ABC Id on given portal. For hassle-free college guided and motivates the student-teachers to create the ABC Id. In current academic year 2022-23 FY 102 and SY103 students successfully created their ABC Account on the portal and will gets the benefits in future educational life.
3. Skill development:	The vision of the college is promoting Value-Based Quality Education to student-teachers and the syllabus of B. Ed Course has inculcated the skill based syllabus to create a multi-skilled teacher. Hence the college takes efforts to inculcate positivity among the student-teachers regarding the syllabus. To implement the various activities, like Celebration of Birth and Death Anniversary of famous personalities, various National festivals like Independence Day and Republic Day, other religious festivals. Also College celebrates various programmes like World Aids Day, Environment Day,

	Language Days such as Marathi Bhasha Din, Hindi Divas, Voter Day, Science Day, Math Day, Geography Day, Science Exhibition, various competitions to develops various Value Education, Life Skills, Core-elements among the student-teachers. It helps in imbibing the good qualities of the student-teachers. Mentoring students is also one of the practices of the institution, to enable students to explore future employment pathways after their B. Ed Course. It also helps in their personal as well as professional development in their future.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	B. Ed admission process is a centralized admission process conducted by State Govt. So the admitted students are from various regions from home state as well as Other than Maharashtra state. It provides the opportunity among the students to familiar with different languages of various states as well as regional and local languages. It helps us to nurture the knowledge about the language. College had successfully organized various cultural programmes and events throughout the academic year. College also celebrates different language days in college to aware about the languages to the student-teachers. Also college encourages and enhances the Indian traditional culture through the cultural activities.
5. Focus on Outcome based education (OBE):	The final outcome of B. Ed course is to fulfill the needs of student-teachers, the desire skills, and abilities to be gained by student-teacher for becoming as a teacher is developed through the B. Ed syllabus. The B. Ed syllabus which is prepared by Savitribai Phule Pune University, Pune gives different opportunities for various activities to be completed. The College also makes an effort to understand that a pursuit of knowledge is a life-long activity and to acquire positive attitude and other qualities which will lead students to a successful life. B. Ed Course is offered as outcomes-based education (OBE) which is designed keeping in mind the regional and global requirements as a teacher. So sufficient practice for student-teacher is given through practice lessons, internship which includes various activities such as observation of experienced teachers, prepare a lesson plan for special need students, observation of various co-curricular and extra-curricular activities in First Year Internship having one month period and in Second Year during internship activities such as prepared lesson plans, conduct test, prepare unit plan,

	blue-print, preparation of various co-curricular and extra-curricular activities and collecting information about Parent-Teacher Association. It gives opportunity to student-teacher to get the real environment of school, also provides actual practice as a teacher. Also college participated in various social activities to build the collaboration among student-teacher and society as well as school.
6. Distance education/online education:	The College is also preparing education for student-teachers during pandemic era through online mode in due course of time. Keeping in view the convenience of the student, the various technological tools used by the faculties especially during the pandemic lockdown are, Zoom, Google Meet, using videos on YouTube as teaching and learning aids, Group collaboration and interaction and assignment and revision as well as the assessments through Google form have been conducted are some of the institutional efforts towards blended learning.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Established in 2017. Electoral Literacy Club is a platform to engage college students through interesting activities and facilitating hands on experience to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes in every year College is appointed Faculty coordinator and Student Coordinator to aware the student-teachers for electoral literacy. In College ELCs are functional. Sr. No. Year Faculty Coordinator Student Coordinator 1 2017-18 Asst. Prof. S. T. Nikam Kiran M. Kahane 2 2018 – 19 Asst. Prof. A. A. Ramraje Santosh C. Tiwari 3 2019 - 20 Asst. Prof. N. P. Chaudhari Chetan B. Chaudhari 4 2020 - 21 Asst. Prof. A. N. Chavan Yogesh B. Vispute 5 2021- 22 Asst. M. M. Gawali Shivprasad D. Nirgude
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	1. Voter Registration Camp for the eligible students in the campus. 2. Voter awareness Campaign conducted at Eklahare and Odha Village. 3. Electoral Literacy and Awareness Campaign in College. 4.

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.	Celebration of National Voter Day and Oath Ceremony. 5. Slogan Writing Competition on Electoral Literacy. 6. Online Quiz Competition on Electoral Literacy.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	1. Nashik Graduate Constituency Voter Awareness programme & Registration for eligible candidates were conducted in Nashik.. 2. Nashik Teachers Constituency Voter Awareness Campaign & Registration for eligible candidates was conducted in Nashik District.
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.	As eligibility criteria for B. Ed Course Admission is Graduation, College make sure that every student-teachers were registered for voter id. And those who were didn't registered yet for voter id, College has conducted Voter Registrations at Institute for eligible student-teachers online.

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
207	201	198	174	122

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

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100

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

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
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..

2021-22	2020-21	2019-20	2018-19	2017-18
100	98	98	74	44
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..

2021-22	2020-21	2019-20	2018-19	2017-18
100	92	96	65	35
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..

2021-22	2020-21	2019-20	2018-19	2017-18
103	101	100	100	79
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..

2021-22	2020-21	2019-20	2018-19	2017-18
15	13	15	14	13

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..

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	16	16	16
File Description		Document		
University letter with respect to sanction of p		[View Document](#)		

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
83.0	76.4	75.7	69.1	55.7
File Description		Document		
Audited Income Expenditure statement year wise d		[View Document](#)		

3.2

Number of Computers in the institution for academic purposes..

Response: 20

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:

The college is affiliated with Savitribai Phule University, hence it follows the University-prescribed curriculum. For effective implementation of prescribed curriculum, the Academic Calendar & Activity Calendar is prepared by IQAC & the following mechanism is being used to ensure the effective implementation with proper documentation of the same.

- The Subject is assigned to faculty members based on their experience and specialization by the Principal.
- Time Table In charges are assigned with responsibility of drafting timetable.
- A teaching plan/Course File is prepared by respective Faculty member which includes the Lesson Plan, Program Objectives, Course Objectives etc.
- Detailed planning for the course delivery is done by the faculty members by identifying effective pedagogy along with conventional tools.
- Faculty also use ICT enabled tools and various e-learning resources.
- To serve students with different back grounds and abilities, the learning levels of the students are assessed and special efforts taken for slow learners.
- Slow learners are assisted by providing extra classes, learning process sessions and academic counseling through group advisor.
- Different teaching methods and aids are used to engage the students in learner-centric education.

Being affiliated to Savitribai Phule Pune University, the institute is bound by the academic scheme and syllabus. The well-defined and documented processes for academic planning, adherence to it, continuous monitoring, examinations, quality assurance, conscious efforts and its impact analysis towards improvement are as follows-

1. Planning: The choices of elective courses are collected from the students. The academic calendar, activity calendar, class timetables for the courses are prepared. All the necessary preparations for course teaching, assessment, expert talks, trainings and the field visits are carried out and accordingly are conducted. The course file is prepared / updated by respective faculty. Faculty prepares teaching plan, test plan, assignment plan, and pedagogical plan.
2. Execution and Monitoring: The curriculum is well transacted to the students adhering to teaching plan with various pedagogical methods. Effective implementation of curriculum is periodically monitored and reviewed. The college monitors and evaluates the quality of teaching learning periodically through strict adherence to planning, conduction and feedbacks. Observations and Outcomes are communicated to faculty for their improvement or for encouragement, corrective measures are taken if required.

3. Continuous Internal Evaluation: Internal examinations are conducted to assess the students' performance. Continuous assessment of practical work is done based on overall performance of student. The parameters used for assessment of assignment are well defined and documented prescribed by University Syllabus. The continuous assessment of the seminar work and project work is done and recorded in work-book. The assessment parameters are well defined. Students are made aware about the continuous assessment criteria well in advance.
4. Pedagogical initiatives taken by the College: Different pedagogical initiatives are taken by the faculty for improving quality of teaching-learning work such as- real world examples through practice lesson and internship for first year and second year students, collaborative learning, analogies, demonstrations, field visits, trainings, video resources and presentations. Course instructors motivate the bright students for the same to improve their depth of understanding.

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](#)
Paste link for additional 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: D. Any 2 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
Any other relevant information	View Document
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

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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: D. Any 1 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	[View Document](#)
Report and photographs with caption and date of student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
URL to the page on website where the PLOs and CLOs are listed	[View Document](#)
Paste link for additional information	[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: 84.62

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	9	9	8

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	10	11	9	9

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](#)
Paste link for additional information	[View Document](#)	

1.2.2

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

Response: 2.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	2	2	2

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)	

1.2.3

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

Response: 0

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

five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Upload any additional information	[View Document](#)
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Course completion certificates	[View Document](#)
Paste link for additional information	[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: D. Any 1 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	[View Document](#)
Document showing teachers' mentoring and assistance to students to avail of self-study courses	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.5

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Subjects related to Professional Ethics, Gender Equity, Human Values, Environment Education, and Sustainability are incorporated into the schemes of various Courses prescribed by Savitribai Phule Pune University. As mandated by NCTE, induction programme for inculcating Universal Human Values (UHV) for 1st year students is conducted through various activities prescribed in curriculum.

- A FUNDAMENTAL UNDERSTANDING OF THE FIELD OF TEACHER EDUCATION

To give understanding about the field of teacher education, number of efforts are made by the institution like, Induction/Orientation programme is conducted for the newly admitted students in which they are made aware about the PLOs of B. Ed programme, the syllabus is introduced to the students which include the theory courses along their pedagogy courses and all the practical aspects which are covered in the two year course of teacher Education. This all is oriented to them by the Principal of the Institute. In the same direction numbers of Expert talks are arranged for the students and the resource persons are invited from the field of teacher Education like Principals of different schools, members of different eminent organizations, who make the students aware about the field of teacher education by talking on

different topics related to teaching profession.

- PROCEDURAL KNOWLEDGE THAT CREATES TEACHERS FOR DIFFERENT LEVELS OF SCHOOL EDUCATION SKILLS THAT ARE SPECIFIC TO ONE'S CHOSEN SPECIALIZATION

The curriculum followed by the institute which is affiliated to Savitribai Phule Pune University helps students to gain systematic knowledge and develops different skills through the courses like, Skill development Programme which include Micro teaching skills like Skill of Set Induction, Skill of Questioning, Skill of Illustration with Example, Skill of Blackboard Writing, Skill of Stimulus Variation and Reinforcement and Integration lessons. The two pedagogy courses which are chosen by the students, provide opportunities to develop the skill of creating Teaching Learning Materials in the subjects chosen, preparing activity based lesson plans, Conduct of lessons based on New ideas such as Technology based lessons, Team-Teaching Lessons and Models of teaching based lessons organizing exhibitions. Through the course of Teaching learning competencies students learn skills of promoting interactions, conducting group discussion/group problem solving, providing scope for self-expression and thinking, promoting self-learning, facilitating understanding. Proper execution is done of all the activities involved in these courses which help in the holistic development of our student teachers. This procedure is followed systematically every year.

- CAPABILITY TO EXTRAPOLATE FROM WHAT ONE HAS LEARNT AND APPLY ACQUIRED COMPETENCIES

The Curriculum aspects of courses at the Institute are governed by Savitribai Phule Pune University which provide opportunities of application based learning to student teachers. Through different courses like Teaching Learning competencies which include Reading and Reflecting on text, this enables student teachers to enhance their capabilities as readers and writers by becoming participants of reading and they apply these acquired competencies in actual classrooms. Another course is a part of the curriculum which is very essential in today's scenario is learning to use Computers, this course provides opportunity to student-teachers to learn & prepare Multimedia Presentations which is an essential requirement of their professional life. The students make assignments on preparing Blue-Print & constructing achievement tests.

- SKILLS/COMPETENCIES SUCH AS: EMOTIONAL INTELLIGENCE, CRITICAL THINKING, NEGOTIATION AND COMMUNICATION SKILLS, COLLABORATION WITH OTHERS, ETC.

The institute emphasizes strongly on developing different skills among the students. The transaction of various courses at the institute has a strong focus on developing skills and competencies among the students.

For developing Emotional Intelligence the Course on Understanding the self focuses on aspects of development of the inner self, revisiting one's childhood experiences – influences, limitations and potentials – while empathizing with one's childhood and also the childhood experiences of one's peers.

Research Projects are done by the students where students work on solving problems and develop their critical thinking; the opportunity of reviewing an educational website and reflection on OER is also done by students to develop their critical thinking.

- Communication skills are developed through the course Drama and Art in Education.

Number of opportunities is given to students to establish collaboration with others by doing surveys which are a part of different courses and organization of exhibitions with peers.

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[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:

The College aims at making efficient teachers who not only possess teaching skills and competencies but are also aware of the School system in which they have to work. In this streamline the students are made aware about the development of the School system in India through briefing them about the various Commissions, Policies or Acts. They were made aware about the popular Boards in India like CBSE, ICSE, State Boards, IB, Cambridge International. Students were also acquainted with the knowledge of different State Boards of India which are total 52 in number. After briefing the students regarding all these important aspects of diversity in school education in India, they are assigned different group activities so that they can do team work and search upon these aspects in more detail.

In this regard a departmental meeting is organized for planning activities and assigning activities to the students. For this purpose students are divided in groups randomly according to their registration numbers and a total of four activities were planned: a Project, Seminar, Group Discussion and a Multimedia Presentation through which the task was accomplished successfully.

The Topics framed in this line were:

1.Project on Development of the School System in India after Independence.

2.Seminar on Diversities in Various Boards of School Education in India with respect to Functioning, Norms Standards, Assessment System.

3. Group Discussion on State-wise Variations in School System in India.

4. Multimedia Presentation on 'An International and Comparative Perspective of the School System in India'.

The following topics were randomly distributed in groups. The allotted faculties gave guidance to the students about all what was expected from the students as and when required by the students.

Guidance was provided to them. On completion of the activities students became familiar with the diversities in the School System in Indian as well as in an international and comparative perspective.

In the session 2020-2021 a presentation on different boards was given by resource persons. In it expert explained about different boards like State Board of Maharashtra, CBSE. The perspectives of International Schools were also discussed with them. Comparative study charts among different boards were shown to students and respective websites are also shared with the students-teachers for giving more knowledge about the boards. Students were asked to make a practical file regarding the comparative study of boards. They were allotted the topic "Diversities in Indian and International School systems and a comparative perspective" for the file.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Action plan indicating the way students are familiarized with the diversities in Indian school systems	[View Document](#)
Paste link for additional information	[View Document](#)

1.3.3

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

Response:

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File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: E. Any 1 or none 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: D. Feedback collected

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: 96.6

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](#)
Any other relevant information	[View Document](#)
Any additional link	[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: 81.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
40	40	37	40	46

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](#)
Any other relevant information	[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: 1.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	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](#)
Any other relevant information	[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:

As a part of formative assessment prescribed by Savitribai Phule Pune University, Pune Matoshri College of Education, Eklahare, Nashik pay attention to assessment of students at two levels: Pre-Admission and Post-Admission. The pre-admission assessment is common for all the B.Ed. colleges, while there is variation in the post-admission assessment.

Pre-admission assessment:

Common Entrance Test - (CET):

The first level of formative assessment consists of B.Ed. Common Entrance Test (CET) organized by Dept. of Higher Education, Maharashtra Government. Those who clear the CET become eligible to seek admission to B.Ed. Program. It is mandatory for the candidates who wish to seek admission to colleges to clear CET.

Post-admission assessment:

Details of Assessment process to identify learning readiness and learning needs to diversity that exist among students. For that the college takes initiative and makes efforts to understand the needs and requirements of the students before the commencement of the program. The faculty gave guidance to the students who are appearing for the CET. Faculty and principal make sure and made efforts to familiarize the student-teachers with different courses under the B. Ed Programme. Faculty and Principal also make efforts for completion of practical of each course. Student-teachers were guided for mode of internal assessment as well as facilities available in college.

During the Classroom interactions Faculty were formally and informally guided and gave detailed orientation about the course as well as practical sessions. Teachers use different methodology for guidance in the classroom. 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. Teacher ensures the diversity of the students and conducts the various efforts to enhance and enrich the knowledge of the student-teacher regarding the Course as per their need and diversity.

Students with diversity are identified through previous year marks, Classroom Participation conducted at entry level and are nurtured according to their needs. Principal and Faculty make sure the academic need of the student-teachers and according to it provided the required support to them.

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: D. Any 2 of the above

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

2.2.3

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

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

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Photographs with caption and date	[View Document](#)
Any other relevant information	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 29.57

2.2.4.1 **Number of mentors in the Institution**

Response: 7

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

College proposed the scheme of evaluation which is student-centric and it completes all these processes in a time bound manner. Support systems are provided to the faculty for the effective implementation of student-centric learning. The focus is on adopting multiple modes like experiential learning, participative learning, problem solving methodologies, brainstorming, focused group discussion, online mode through involving different activities and the college has also made policy upon multiple modes of learning.

The following methods are employed to develop varied skills and competencies

Experiential Learning

Demo and Practice sessions for Micro teaching skills:

In Micro Teaching Skills, Demo and Practice sessions were organized in college to give proper guidance regarding teaching to the student-teachers. Later Integration Lessons and Simulation Lessons like Technology base Lessons, Team-Teaching Lessons and Models of Teaching conducted to enhance their knowledge. Students are given opportunities to go in real classroom situations and do their Practice Teaching and Internship of 01 Month in F.Y. and 04 Months in S.Y. under the supervision of Faculty. This internship programs are structured on the premise that students need to gain experiential learning and hands-on training for respective work.

Participative Learning

College follows a variety of learning methods, tools and organizes different guest lectures, workshops and also encourages student-teachers for field visits, group presentations, and to organize class seminars, making teaching learning materials, organizing Exhibitions, participation in various curricular, co-curricular and extra-curricular activities etc. to develop participative learning among all the future teachers.

Problem solving Methodologies:

Opportunities and proper guidance is given to the students to conduct research and case study as a part of their curriculum. Through this the student-teachers learn a new knowledge by working on different problems. Here students get opportunities to observe, understand, analyze, interpret and find solutions to the problems.

The institution has engaged into collaborative arrangements with educational institutes to promote joint-projects and academic activities such as seminars, conferences, lectures, and other exchange efforts. These engagements expose students to a broader range of options and provide them with valuable experience. Also students are encouraged to use ICT and E-resources.

Brainstorming:

Different individual and group activities like essay writing, poetry writing and singing, and elocutions, preparing a street plays are conducted to express their thoughts and motivate them to generate ideas of their own.

Online mode

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

Focused group discussion

Teacher educators use a lecture cum discussion method in class so that students can enhance their learning by contributing their thoughts and knowledge in the class. In it students are the active members of the class environment and they are monitored by the teacher facilitating an aura of a healthy discussion.

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

2.3.2

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

Response: 102.86

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	13	16	14	13

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link of LMS	[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: 49.76

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: 103

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Landing page of the Gateway to the LMS used	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Any additional Links	[View Document](#)

2.3.4

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

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

Response: D. Any 1 of the above

File Description	Document
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](#)
Link of resources used	[View Document](#)

2.3.5

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

Response:

Matoshri College of Education made efforts for continual mentoring for the students studying in the in the College. College has established a Mentor Mentee committee in which the student and the teachers work together for developing their academic and professional abilities. To sustain an effective mentoring

relationship, faculty members recognize, reflect on, and connect with different learners. Tutorials are taken by the teachers as per the needs of the learners. During the tutorial sessions, the lecturers identify any gaps and get them filled. The institution also provides a variety of value-added courses for students to further develop their interests and intellectual abilities, And to empower weak students. Yoga, English Language Communication Skill and ICT are main value added course and students develop skill in those areas. Microteaching sessions are there for sharpening skills.

In this regard efforts are made by the mentors in different aspects:

WORKING IN TEAMS

As team work leads to attainment of growth and success. Thus, efforts are made by the mentors to develop student's capabilities of working in teams. Guidance is provided to students like:

Developing student's listening and speaking skills.

Having positive attitude towards things

Focusing on strength of team members

Sharing Responsibilities with colleagues

It is expected practicing all this in professional life will lead to effective team work by the students.

DEALING WITH STUDENT DIVERSITY

Being future teachers it is very important for students at Satyam College of Education that they should know how to deal with student diversity in actual classroom environment. Thus Mentors suggest different ways to deal with student diversity:

Provide remedial classes to weak students

Provide additional support to moderate learners

Provide enriching material to fast learners

Engage students in Collaborative task

CONDUCT OF SELF WITH COLLEAGUES AND AUTHORITIES

As it is essential to have a decent relationship with colleagues and authorities at work place, mentor guide would be teachers for the same:

Respect people

Find a way to get along with everyone at workplace

Practice good etiquettes while communicating with colleagues and authorities

Practice good etiquettes related to personal hygiene

BALANCING HOME AND WORK STRESS

Being in any profession brings lots of responsibilities along with it. After completing B.Ed. students enter schools and it brings lots of challenges to adjust home with work. Lots of stress of maintaining balance between the two is a common issue. Thus the students' does not suffer with any of such stress.

Be realistic at home and work place

 Practice meditation and yoga

Be efficient with your time

KEEPING ONESELF ABREAST WITH RECENT DEVELOPMENTS IN EDUCATION AND LIFE

Keeping oneself updated with recent developments in education and life is very important for intellectual development.

Read Educational journals, magazines, blogs etc.

Search for websites which provide more specific topic oriented articles

Follow the news in the world

Attend different Seminars and Conferences

Guiding students for use of computers

Thus, Mentors maintain a cordial relationship with the Mentees and are always inclined to help in developing the professional capabilities of their students.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3.6

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

1. **Special lectures by experts**

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

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

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

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

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

Response: C. Any 3 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[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 of Matoshri College of Education focuses on nurturing creativity, innovativeness, intellectual and thinking skills, and empathy and life skills among students. As per the B. Ed syllabus Teaching pedagogies were implemented to facilitate holistic development of students. Various activities are assigned to students on a continuous basis and teachers encourage students to think divergently.

CREATIVITY

Creativity gives an opportunity to student-teachers to use their new ideas and imagination in activities. Through the various activities throughout the academic year students are given opportunity to enhance their creativity:

Teaching-Learning Materials:

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, models, working models, flash cards, posters, PowerPoint presentations to enhance their teaching abilities.

Preparing Lesson Plan:

Under the Pedagogy Courses of B. Ed syllabus, student-teacher prepares their lesson plans such as micro teaching plan, bridge lessons, team teaching lessons, technology based lessons, models of teaching lessons, practice lessons and internship lessons. Through this students get an opportunity to prepare and conduct of different lessons and enhance their creative thinking.

INNOVATIVENESS

Under the course of 210 Action research, students get an opportunity 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.

Celebration of Various Days

In College throughout the academic year Students and teachers celebrates the different Days such as Marathi Rajbhasha Day, Hindi Diwas, Constitution Day, Human Right Day, Women Day, International Tobacco Day, Bio Diversity Day, International Earth Day, International Monument Day, and Birth and Death Anniversary of Social and Great Leaders of Society, Republic Day and Independence Day and Maharashtra Day, etc. it also gives an opportunity to students to innovate something and present it before people through the means of Social Media to create awareness in people.

INTELLECTUAL AND THINKING SKILLS

Faculty of the college pay attention to the development of various skills such as flexible thinking and intellectual skills among the students to process, analyze and combine all sources of information to select the most suitable solution and ability to modify the same if necessary.

Drama and Art in Education

Through the practical of Course 2011- Drama & Art in Education get the opportunity to think intellectually and write the review of any educational movie as well as they get an opportunity to take an interview of an expert of different fields such as music, drama, art, etc. 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.

Understanding the Self

Through the Practical of Course 209- Understanding the Self in the B. Ed syllabus provide students an opportunity to develop sensibilities, disposition, and skills that will later help them in the personal growth of their own students while they teach. The activities involved like understanding themselves in relation to their students and classroom situations, studying the issues of adolescence, 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 the 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.

Though the various activities and lesson plans Colleges develops the life skills such as Problem Solving, Decision Making, Empathy, Critical Thinking, Self Awareness, Creative Thinking and Coping with stress. To implement this College organizes a Workshop and Seminars for students.

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

2.4.2

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: D. Any 2 or 3 of the above

File Description	Document
Reports and photographs / videos of the activities	[View Document](#)
Documentary evidence in support of each selected activity	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[View Document](#)
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: D. Any 1 of the above

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

2.4.4

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

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

Response: C. Any 2 of the above

File Description	Document
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](#)
Any other relevant information	[View Document](#)

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: D. Any 2 of the above

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

2.4.6

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

1.Planning and scheduling academic, cultural and sports events in school
2.Planning and execution of community related events

3.Building teams and helping them to participate
4.Involvement in preparatory arrangements
5.Executing/conducting the event

Response: D. Any 1 or 2 of the above

File Description	Document
Report of the events organized	[View Document](#)
Photographs with caption and date wherever possible	[View Document](#)
Documentary evidence showing the activities carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[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: C. Any 2 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](#)
Any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The college calendar gives temporary dates for internship programme. Staff meetings are conducted and time table are prepared in detail.

Internship is important parts of the B.Ed syllabus. During FY 01Month and in SY 04Month's internship programme is systematically planned according to the university syllabus. The schools are selected on the basis of availability of basic infrastructural facilities and type of school. The lists of pupil teachers are sent to the assigned school of teaching practice. The students are allotted schools keeping in mind the medium of instruction, accommodating capacity and subject wise requirement of the schools.

An orientation programme is organised and detailed instructions are given to student-teachers. During Internship, the student-teachers had to complete various activities relating to classroom teaching, classroom management, and organisation of school-based and community based activities of teaching.

 The performance of the students is observed by the faculty and the peer group. Necessary instructions are given to the student-teachers. The remarks are suggestive to polishing of teaching skills of the student-teachers. By the end of internship programme it is duly certified by the Principal of school.

While planning internship programme the institutions takes care of providing exposure of variety of schools to interns. Student teachers perform various internship activities in schools with systematic supervisory support and feedback from faculty as per university prescribed curriculum.

Course 110-B Internship: Duration:4 Weeks (2credits)–50marks

This course focuses on student teachers Engagement with the field. The aim is to develop in the students perspectives about education, professional capacities, teacher sensibilities and skills. It also will help student teachers realize the necessity to cater to the diverse needs of the learner.

the student teacher will complete the following activities:

- Observation of 4 lessons of experienced school teachers.
- Develop 4 lesson plans **to cater to the diverse needs of the students.**
- Writing a report of the observed co-curricular and extracurricular activities organized in the school.
- Writing an essay reflecting on the activities in which the student teacher has assisted the school teacher in his/her work.
- Conduct of 2 lessons in the school classroom.

Course 207: Internship:8 credits:(16week)200marks

It is expected that student-teachers are exposed to a variety of approaches for teaching, observation of children in multiple socio-cultural environment and involve themselves in reflective thinking. It is also expected that student-teachers engage themselves in CCE through planning of formative and summative evaluation. The activities is planned in such a way to facilitate mentoring, supervising and assessing the student-teachers mutually by the teacher educators and school teachers**.**

 the student-teacher will complete the following activities:

(a) Lessons (6 lessons) :3credits

(b) Plan of evaluation :1credit

Develop Unit-Plan, Unit-Test, Blue-Print of each method.

(c) Study of the records maintained by the school: 1credit

The student-teacher shall write a report on any 4 records prepared and maintained by the school.

(d) Organization of co curricular/extracurricular activities: 1credit

(e) Observation of peers:1credit

the student-teacher shall observe, reflect and give feedback to her/his peers on the lessons conducted.

(f) Other School Activities/Programmes : 1credit

Information regarding PTA.

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

2.4.9

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

Response: 12.5

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

Response: 8

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](#)
Any other relevant information	[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: D. Any 2 or 3 of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	[View 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](#)
Any other relevant information	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The observation of practice teaching is a shared responsibility of the college and concerned school. All the classes taken by each pupil teacher are observed in different modes. The observation can be done by following means like peer observation, subject teacher observation, mentor teacher observation, feedback by students and teachers etc.

Role of Teacher Educators:

For monitoring purposes, at least one teacher educator is sent to each school. According to strength of pupil teachers it may be more than one. Teacher educator/s is the one who coordinates with school principal, school mentors and the internee students. The teacher is in constant touch with the school, visits the school intermittently. The school mentors also keep the college teachers informed about the performance of interns. Moreover, one or sometimes two students are made leaders of the group who also keep tab of time table adjustments or other aspects like any challenges they face in the school, they also keep the TEI's teachers informed.

Role of School Principal:

During this internship program, the students are directly under the charge of the Principal of the school and discharge all duties assigned by him/her. School Principal on his/her part instruct their subject teachers whose classes are being taken by the interns to sit in the class while the intern is taking it so as to monitor and aid the intern in case, she faces any issues. They observe the class and give their feedback for better teaching learning process and also for the professional growth of interns. In addition to this college teacher and the school teachers along with their staff helps the intern to plan and organise curricular and co-curricular activities for the students. The internship is duly certified by the head of the practicing school after ensuring that each student has completed all the activities. An internship certificate is issued by the concerned school to each pupil teacher.

Role of School Teachers:

The pupil teachers are under the supervision of senior teachers of the school who act as mentors. The classroom performance is observed and evaluated by the mentors and suitable feedback and corrective measures are suggested to them. School teachers assign various duties to student teachers like checking of answer scripts, maintenance of attendance register, organization of co-curricular activities, correction of home-work notebooks, maintenance of classroom discipline etc.

Role of Peers:

Peers observe lessons delivered by each pupil teacher and provide feedback, which helps the pupil teachers to be aware of their strengths and weaknesses. Hence he/she can improve him/herself. During internship programme peer groups collectively performs various assigned duties of co-curricular events for its successful completion.

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Any additional information	[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: C. Any 2 or 3 of the above

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

2.4.13

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)
Five filled in formats for each of the aspects claimed	[View Document](#)
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: 87.5

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
English translation of sanction letter if it is in regional language	[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: 7.14

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

Response: 1

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

2.5.3

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

Response: 7.27

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

Response: 109

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)
Any other relevant information	[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:

Matoshri College of Education always give permission to faculty members to attend orientation, refresher courses, the Induction Training Programme, workshops, seminars, and symposiums hosted by government and non-governmental organisations. Following these programmes, the institution offers faculty development programmes through IQAC (Internal Quality Assurance Cell) in the form of seminars, where professors may exchange their experiences with their colleagues. Staff members are also permitted to act as resource persons in seminars, workshops, and other events at the university, colleges, and schools, and they also participate in college activities as resource persons. Staff members are encouraged by the Principal to deliver papers in national, international, and state-level conferences and workshops. For this reason, teachers can avail duty leave. The administration provides support and encourages book writing and article writing, is also encouraged to publish their articles in reputed Journals. The usage of cutting-edge technology is encouraged for all academic members. They have access to the computer lab and the internet, which they may use to stay informed about the most recent developments in their field and in education. Faculty members are allowed to do academic tasks including assessment, paper setting, invigilation of exams, etc. Each year, University assigns a few of our faculty members to serve on several special duties like co-coordinator of skill in teaching, syllabus revision, flying squad during the university exams, external examiner for viva-voce and member of selection panel, Board of Studies etc. The institute promotes the staff to improve their qualifications for professional or career growth. The faculty members are free to take advantage of the chance to pursue higher education through FDP (Faculty Development Programme). The institution felicitates the faculty member when they get an honor. The institution's management honours the performance of the teacher educator by giving awards each year. In meetings and through the public address system, the finest

performance is also recognised. The principal also encourages staff members to pursue PhD and apply for SET/NET examinations. 04 Faculty members are pursuing their Ph.D. All these kind of facilities and exposure provided to them helps the teachers to grow professionally and keep themselves updated with the new education trends. Apart from this one of the faculty member has an experience of BOS.

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Any other relevant information	[View Document](#)

2.6 Evaluation Process

2.6.1

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

Response:

Being affiliated to Savitribai Phule Pune University, Pune, the college follows continuous internal evaluation as prescribed by the university which is monitored by keeping the records of the performance of each student in the each activity. At the beginning of the each academic year a syllabus orientation is given to students, and then faculty members inform the students about the various components in the assessment process during the academic year through orientation.

There is internal evaluation in each of the theory courses as well as teaching courses which is based on class attendance, class discussion, written assignment, class test such as MCQ and Prelim, general behavior, group discussion, seminar performance, house test and sessional work. The internal assessment test schedules are prepared as per the university and communicated to the students well in advance. The internal assessment criteria of Savitribai Phule Pune University are followed for the distribution of marks in each subject. Question paper is prepared by teaching faculty regarding their subjects as per the pattern of university. Question paper pattern and the answers scripts are evaluated by concerned subject faculty and also marks sheet is prepared.

In teaching practice we are getting opinion of concerned teaching practice school, about students' sincerity, punctuality, obedience. There is complete transparency in the result of Prelim Exam. The score of Prelim and mark list of students is displayed on the notice boards for the students and they can come and discuss with the teachers how to improve in the final exams. Teachers maintain all the record of academic, co-curricular and extracurricular activities of the students and assessed internally on the basis of their performance. The performance of the students in the internals is also monitored by the Principal and the necessary feedback is given to the concerned faculty members. Internal evaluation for practical work of each course of B. Ed is moderated by Savitribai Phule Universtity, Pune at the end of every academic year. Remarks are given and internal marks are finalized online on SPPPU website through college login.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Any other relevant information	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: C. Any 2 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
Any other relevant information	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:

Matoshri College of Education has a well formed Examination Cell which receives all the grievances related to Internal and External Exams and Assessment. It aspires to sort out the grievances within the stipulated time period.

Grievance Redressal Cell

Examination Cell is responsible to deal with all the grievances related with the internal Assessment and external examinations.

All type of grievances related with evaluation process are taken up for consideration and redressed by the Examination Cell. The grievances of students are communicated through the mentors and the faculty members as well. It is taken up for initial consideration by the Class Mentors and then the Redressal Cell. After a thorough consideration of the matter, the redressal measures are taken. Proper documentation is done related with the Grievances. We look up to the grievances in the following manner.

Internal Grievance Redressal

In internal cases, the grievances are usually related to the dissatisfaction in the evaluation in Internal exams or assessment marks so the concerned faculty takes up essential measures to satisfy the Grievance Raiser providing substantial records (attendance records and performance records).Types of internal grievances are

Marked absent in the assignment

Rearrange the internal examination for absent students.

 Rearrange the internal examination due to medical issue.

Acceptance of internal works and assignments

External Grievance Redressal

At the university level, the college examination committee guides the students for necessary actions. The head of the examination committee coordinates with the other members regarding the smooth conduction of examination procedure, evaluation procedure and results and thereby necessary action is taken. The college also intimates the university regarding any mismanagement in the conduction of examination from the university side. The students can apply for revaluation or can appear for Back paper in case of any loophole or dissatisfaction. Types of Grievances dealt by the examination committee are

Pre-Examination Grievances

Profile is lock for other courses

Preparing profile on university website

Not getting Hall Ticket for the examination

Different subject mentioned on the admit card

Name is not correctly written on the admit card

 Candidate's Photo missing

Form filling receipt not provided

Post-Examination Grievances

 Result not declared

Name not found in result list

Absent marked in specific papers

Absent marked in all papers

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document

2.6.4

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

Response:

Matoshri College of Education focuses on 3 key elements of teaching learning process i.e. Curriculum, Teacher and Learner at the time of planning and implementation of curricular and co-curricular activities. Every year IQAC plans and prepares Academic Calendar of the college issued by the University at the beginning of the academic year. It clearly delineates a schedule for teaching(working days), examination, semester break and vacations, that is strictly followed by the college to ensure smooth and efficient functioning of its teaching and administrative processes. Within the same framework, the college also prepares its own Academic calendar and extra- activities calendar of events and activities before the commencement of the Academic Session and the same is communicated to all. For transparency of functioning, both the University and the college academic calendars are placed on the college notice board and websites. All information is reinforced during orientation of new students at the beginning of academic session. The Principal also conducts meetings with the Teacher-in-charge(s), and entire Staff including non-teaching to ensure smooth implementation of the activities as scheduled. For the purpose of conducting Continuous Internal Evaluation, teachers prepare their schedule of teaching, class tests and assignments in accordance with their allotted time table keeping the academic calendar and planned co-curricular activities of the college in mind. The students are informed well in advance about the deadline for assignment submissions, dates for class tests and presentations, as well as their final internal assessment marks. Criteria for assessment are also shared with the students. They are encouraged to seek guidance from teachers during the designated tutorial slots or the latter's free time. Multiple assessments are taken, with the aim of allowing the students to incorporate suggestions offered by the teacher, thereby making learning a continuum and creating various opportunities for the students to succeed. The institution's approach is re -oriented to suit the learner's pace, ensuring the mitigation of any pressure on the students. Academic calendar bears testament to the diverse arenas in which our students

enthusiastically contribute and excel.

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 Outcome (PLOs) and Course Learning Outcomes (CLOs) are prescribed by Savitribai Phule Pune University, Pune and Matoshri College of Education is affiliated college with SPPU, Pune. PLOs and CLOs are important component of the college's vision, mission and objectives. The institution has effectively stated and disseminated the programme outcomes, program-specific results, and course outcomes. The goals and aim of the B.Ed. programmes is to make education more comprehensive. Teachers, whose primary goal is not just the learning of knowledge but also the provision of experience for the students, application of this learned information through training practice, Work experience of this nature can be accumulated from real life experiences. In addition, students will learn a variety of modern life skills, including logical reasoning, problem-solving, cognitive abilities, self-directed learning, etc.

The learning objectives are presented in a variety of ways:

At the beginning of academic year during orientation programme students are briefed about PLOs and CLOs .Which are additionally prominently portrayed on college notice boards, college websites, and other seminars and conferences platform. The CLOs and the PLOs are frequently shared at alumni gatherings, and concerned staff members share them in the classroom. Teacher educators also knowledgeable about the objectives for learning for each subject they are teaching. A number of stakeholders, especially the parents, are informed about the course outcomes of various value added courses being run by the institution from time to time, so that they can persuade their wards towards skill-oriented and value-based courses.

The college has a set mechanism in place to ensure that stated PLOs and CLOs are aligned throughout the semester by course teachers in the following ways:

Continuous internal assessments are performed regularly and student grades are recorded, helping to predict their academic progress.

Appropriate teaching methods are used to achieve effective learning outcomes.

Participation in various literary and cultural programs, competitive activities such as debates, idioms, essay writing contests, quizzes, test.

Participation in various classroom activities such as group discussions and seminars and also in extracurricular activities such as morning assembly and NSS Camps, tree planting campaigns, awareness camps etc.

Participation in community activities such as the visits to orphanages, blood donation camp, old age home, Aids Awareness rally, End semester house test and final exams also help ensure the concordance of stated results

Parents are informed on regular basis about the academic performance of their children. Placement record, feedback from alumni regarding their job and excellence in various competitive exams ensures the alignment of stated PLOs and CLOs.

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

2.7.2

Average pass percentage of students during the last five years

Response: 93.72

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	92	96	65	35

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](#)
Any additional information	[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 Institution attempted to implement in the spirit of PLOs and CLOs specified in criteria. The progressive attainment of cognitive and professional status of student teachers were monitored, documented and used further for improvement in many ways by the college.

The Methods of measuring Attainment:

Evaluation Process:

The programme outcomes are assessed with the help of course outcomes of the relevant programme through direct evaluation process. It is provided through Continuous Assessment (CA) and Year End Exam (YEE). Throughout the year the faculty records the performance of each student on each programme. This essentially enables the teacher to get positive feedback about a student's overall understanding/ability and in nutshell enhances the teaching-learning process.

1 Assessment shall consist of CA and YEE with 20% and 80% weightage respectively for BED-101 to BED-107 and BED-201 to BED-205.

2 Assessment shall consist of CA of complete weightage i.e.100% for practical courses i.e. BED-108 to BED-112 and BED-206 to BED-212.

3 The concerned teacher will conduct and evaluation towards CA and shall announce at the beginning of the course about the mechanisms under which CA would take place. However, the YEE shall cover the entire syllabus prescribed for that course.

4 The CA towards 20% marks will be a continuous activity and at least one written test must be conducted in addition to at least two other CA activities.

5 YEE for the remaining 80% marks will be conducted by SPPU for BED-101 to BED-107 and BED-201 to BED-205.

6 A student has to obtain with minimum 50% marks in each of CA and YEE separately.

7 A student will have to obtain a minimum aggregate of 50% marks in each course of the program.

8 Minimum attendances of student teachers shall be 80% for all course work and practicum, and 90% for school internship.

9 A student cannot register for second year, if fails to complete 50% credits of the total credits expected to be ordinarily completed within One year.

10 There shall be a revaluation of the answer scripts of YEE as per Ordinance of SPPU.

Assessment and Grade Point

1. Each CA and YEE will be evaluated in terms of marks. The marks for CA and YEE will be added to convert into a grade and later a grade point average. There is no grade independently for CA or YEE.

2. Result of a student will be declared for each year after YEE only.

3. The description for the grades is as follows:

O: Outstanding: Excellent analysis of the topic, (80% and above)

A+: Excellent: Excellent analysis of the topic (70 to 79%)

A: Very Good: Good analysis and treatment of the topic (60 to 69%)

B+: Good: Good analysis and treatment of the topic (55 to 59%)

B: Pass: Some   important   points   covered   (50   to   54%)

F: Fail: None of the above (0 to 49%)

5. One credit is equivalent to 25 marks for evaluation purpose.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View Document](#)
Any other relevant 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: 100

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
Any other relevant information	View Document

2.7.5

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

Response:

Matoshri College of Education has implemented a variety of arrangements to assess student learning needs.

At the time of admission, the Principal interact parents and students to assess their needs and aspirations. Students are notified at the time of admission. The institution organizes an orientation program for students at the beginning of the new batch each year. New students were familiarized with the course, internal assessment methods, and extracurricular activities, rules and regulations as well as other facilities available in the institute. College holds aptitude tests to measure students' intellectual skills at entry level a variety of talent-seeking programs in various fields such as drama, literature and fine arts are organized to discover the hidden talents and hidden abilities of students. Value added courses are designed for incoming students to bridge the gap between subjects studied in previous grades and the subjects to be studied in the new grades. Teacher Instructors assess students' learning needs through regular class test and house test. Student achievement is measured by their scores on these tests. Those who score below 70% are provided extra assistance to improve their performance. College organizes tutoring for weak students in subjects to improve their skills. Based on classroom testing and internal testing, slow learners are identified and they provide remedial education. Students receive reading materials. Many articles homework and assignments assigned to them. Finally, the rest exams are held to check knowledge acquired in class. Faculty staff coordinates with parents of slow learning students to meet their needs. Peer tutoring is also available to meet the learning needs of these students. The mentor-mentor interaction keeps faculty in constant contact with students, helping them academic and personal issues and stimulates the general development of the student's personality. During internship, feedback Performa developed by the college is provided to the supervisors for evaluating teaching proficiency of student teachers. Peer group also encourage observing lessons and making constructive suggestions. They are rated on basis of various activities performed during the internship i.e. Conducting of lessons, Observation of lessons, Study of Records maintained in school, action research, organize curricular, co-curricular and extracurricular activities, etc.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.45

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional 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)**

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

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

3.1.3

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

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

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

Response: B. Any 3 of the above

File Description	Document
Sanction letters of award of incentives	[View Document](#)
Institutional policy document detailing scheme of incentives	[View Document](#)
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	[View Document](#)
Documentary proof for each of the claims	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
2. **Encouragement to novel ideas**
3. **Official approval and support for innovative try-outs**
4. **Material and procedural supports**

Response: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	[View Document]()
Documentary evidences in support of the claims for each effort	[View Document]()
Details of reports highlighting the claims made by the institution	[View Document]()
Copyrights or patents filed	[View Document]()
Any additional information	[View Document]()
Link for additional information	[View Document]()

3.2 Research Publications

3.2.1

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

Response: 1.21

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

2021-22	2020-21	2019-20	2018-19	2017-18
06	08	02	01	00

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

3.2.2

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

Response: 0.29

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**

2021-22	2020-21	2019-20	2018-19	2017-18
03	01	00	00	00

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

3.3 Outreach Activities

3.3.1

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

Response: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
06	07	02	05	05

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](#)
Any other relevant information	[View Document](#)

3.3.2

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

Response: 32.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
80	75	60	60	20

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)
Event-wise newspaper clippings / videos / photographs with captions and dates	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[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: 33.59

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

2021-22	2020-21	2019-20	2018-19	2017-18
82	70	60	51	40

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](#)
Any additional information	[View Document](#)
Any other relevant link	[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:

Matoshri College of Education organizes outreach activities in the community with active participation of students in various fields viz. education, health awareness programme, current social issues, environment protection etc.

Awareness Programmes and rallies:

Students conducted awareness programmes for public health problems for environment conservation, female health care, Tree Plantation, environmental rangoli Competition, sports and yoga

for health.

A programme Environmental Rangoli Competition was conducted for the students to create awareness about the environment.

Clinliness rally:

The college organizes rallies especially nearby vilalage to make the public aware about the issues of social importance. The students were involved in the programmes like Prabhaat Feri' on "Swachh Bharat Abhiyan" organized by Matoshri College of Education, Eklahare nashik.

Students organized Cleanliness rally. They first took cleanliness oath at the hands of Prof. Suryawanshi Vaishali mam Principal of Matoshri College of Education. Rally gave the message of importance of cleanliness. Students actively participated in this activity and cleaned the whole campus of Hanuman Mandir making it spick and span. Students enjoyed the experience.

Tree planatation:

Nature is God's most beautiful creation. It felicitates the growth, development and nourishment of all its creatures. A "Tree Plantation Drive was organized in Matoshri College of education. The campaign's main aim was to direct student's mind in constructive activities with the positive outcome through the facilitation of contributing to the society.

Students actively participated in the tree plantation drive. They planted many saplings in the campus and increased the beauty of nature.

Free health Check up Camp:

Matoshri College of Education and other colleges of the campus like Matoshri Nursing college, Pharrmacy college, Engeeniring College jointly organisesd the Free health check up camp for Villages people. In this, students went to people's homes and did health checks

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)
Relevant documentary evidence for the claim	[View Document](#)
Any other relevant information	[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.**

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[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**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Report of each linkage along with videos/ photographs	[View Document](#)
List of teachers/students benefited by linkage exchange and research	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4.2

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

Response: 0

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

Response: 00

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)
Any additional information	[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](#)
Any additional information	[View Document](#)
Link for additional information	[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:

Criterion 4 - Infrastructure and Learning Resources

Infrastructure and Learning Resources :-

Percentage of classrooms and seminar hall(s) with ICT-enabled facilities such Physical Facilities The Institution has adequate facilities for Teaching- Learning, viz., classrooms,laboratories,sports field, equipment, computing facilities,sports , etc. .

Response:

The college is situated the heart of Nasik District. The building of the institution has the College office, staffroom, classrooms and methods lab, ICT room, lecture halls, library, seminar room, Health and Physical education room, Music room , Store room, science lab, social science lab, and language lab, Psychological lab and Multipurpose hall,.

Matoshri College of Education has adequate infrastructure facilities and resources to conduct the curricular and co-curricular activities that enable it to contribute in holistic development of the learner. The college has built up area of 2693.00 sq. m, that consists of following:

1) **Classrooms:-** College has 4 classrooms, one seminar hall & ICT Resource Centre, one multipurpose: hall and one conference hall that supports the teaching-learning process. The campus is fully wi-fi enabled. Learners use ICT facilities in attending webinars, presentations, technology enabled lesson plans and thus become competent to match the needs of the global sector.

2) **Library:-** The college has one library associated with one library cum reading room". Library possesses an Integrated Library Management System, E-liberary Manager' that helps in maintaining the records of the books/journals.

3) **Laboratories:-** Curriculum laboratories available in the college consist of Psychology, Mathematics, Science and Social Science Laboratory. Language Lab.

4) **Language Lab :-** It is used to develop the basic skills of the English language, which nowadays is the

preferred language for the teaching profession in society.

5) Equipments:- In the science and mathematics laboratory a variety of equipment are available that pupil teachers use to perform experiments on their own. Social science 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 .

6) Computing facilities:- Computer laboratory is well equipped with the updated MS Office software. Each faculty has a separate desktop with a facility of webcam and speakers for online classes. A common attached printer is also available for printing the documents.

7) 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, study, and have informal discussions in free time available.

8) Sports field :- To support sports activities one sports field and are available in the college.

9) Fitness Centre: Various health related activities are done by the students in the centre to develop more strength and stamina in themselves, Indoor games like carrom-board etc. are also available in the centre.

10) 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 vehicles.

11) Hostel Facility:- no

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)
Link for additional information	[View Document](#)

4.1.2

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

Response: 50

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

Response: 4

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

Response: 8

File Description	Document
Geo-tagged photographs	[View Document]()
Data as per Data Template	[View Document]()
Any additional information	[View Document]()
Link to relevant page on the Institutional website	[View Document]()

4.1.3

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

Response: 3.23

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.60	2.38	0.81	4.99	2.83

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]()
Any additional information	[View Document]()
Link for additional information	[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 Institution Library with a one room It is well equipped with many good. reference book periodicals research Journal's encyclopedias dictionaries and various CD-s the library is Computerized with Internet connectivity for the nearly 50 students can be accommodated at the time this Library provides an. Inspiring learning environment for the trainees.

* Library Automation :-

Matoshri College of Education offers a partially automated Library and possesses an Integrated Library Management system, (Library Manager Software) (Installed-2023) provides a very user Interface for

Searching Documents in the library and their Issuance status. This Software is time saving and assists in smooth functioning of the Library. The Details of Library Facilities Wen-OPAC Are:

Name of Library Software : E-Library Manager

E Library Manger Nature of Automation : Partially

1. Features of E- Library Manger

An Open source Library automation Software.

e Library Software facilitates circulation of books for faculty members and students.

Library Information Chart	
Print book	3575
Encyclopedia	07
journals	18
News Paper	03

Service provided by library

*The library Follows the open acess system

*Avilable from 9am to 5pm on all working days

*The library publishes monthly updates about the addition of book and journal

*year wise time table

*Issuing &Recived reference & text book

*journal & periodicals display

*Newspaper reading section

*Reading room

Resources

*Text book

*Reference book

*periodicals

*journals

*Magzines

*News paper

*General books

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

4.2.2

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

Response:

4.2.2—Institution has remote accsess to library resource which student and teacher use frequently

* Matoshri college of education (B Ed)prosess a full fledge library In the student in the premise supporting and assisting the student in their learning since in inspection the library uses e-resources of affiliating university

The library at matoshri college of Education (B Ed) is update each year according to the changing needs of the education system and teacher traning pattern with the changing requirement of the education industry and rapid changing world in to digitlization of education

all across the nation library subscribed to a remote access system avail the library physically

student and faculty can easily log in with there uniq ID password in to the plateform and can access content and much more while sitting away from the library

the remote accsess not only help student but also make it easy for a faculty to work upon reference and prepare lecture the college website offer the remote access of book to student and one can acsses of book to student and one can access the book of the library from the website service as an easy access to student for library book the library also offers membership N-list to each student and faculty as a remote access to the library and its resources

The college is trying to acquire the facility of shodganga and swayam for scholarly content N-list being jointly excuted by the shodhsindhu

File Description	Document
Details of users and details of visits/downloads	[View Document](#)

4.2.3

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

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

Response: D. Any 1 of the above

File Description	Document
Receipts of subscription /membership to e-resources	[View Document](#)
E-copy of the letter of subscription /member ship in the name of institution	[View Document](#)
Data as per Data template	[View Document](#)

4.2.4

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

Response: 0.39

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.71	0.37	0.29	0.13	0.43

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](#)
Any additional information	[View Document](#)
Link for additional information	[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: 0.96

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: 44

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: 55

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: 45

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: 35

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: 35

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: D. Any 1 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:

4.3.1 Institution updates its ICT facilities including internet

Response:

Today, it is essential for the students to learn and master the latest technologies in order to be corporate ready. As a consequence, teachers are combining technology with traditional modes of instruction to engage students in long term learning. College uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of Education. The college has good IT facilities available for teaching-learning,. The institute has spacious, fully equipped lecture Halls. It provides the pupil-teachers with first-hand experience demonstration and practical skill development to handle with dexterity different equipment. Our goal is to standardize all multimedia equipment in every lecture Hall to allow faculty to have the same technical control and capabilities no matter where they are teaching on campus. Internet facility is made available to all faculty members and students inside the campus (Internet speed is 10 mbps.).

Over the years the college upgraded its hardware, software and allied facilities according to requirements. The college tries to introduce the latest technology in computing . In 2017-22 institute was equipped with ICT resources like 20 desktops ,three 1 LED projectors, computer , 1 LED TV AND 1 Pen drive in 2017-22 institute upgraded its ICT equipment and add some more devices like headphone – for language lab1-webcam 1-Printer (canon LASERJET)In the present year institute is equipped with upgraded ICT facilities like new Webcams, Details of ICT resources from 2017 to 2022 are given below.

1) **20 Desktops &**

2) **16 gb pen drive**

3) 1 **LED TV**

2) **1-webcam**

3) **2-Printer (canon) LASERJET**

4) **Battery Backup**

5) **4 LED projectors**

Internet and Wi-Fi
Internet speed of Wi-Fi is 10 mbps.

Wi-Fi facility is made available to all students inside the college campus.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 10.35

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](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3.3

Internet bandwidth available in the institution

Response: 10

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

Response: 10

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](#)
Link for additional information	[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: E. None 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: 2.08

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

2021-22	2020-21	2019-20	2018-19	2017-18
3.05	0.68	2.14	0.54	1.09

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](#)
Link for 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:

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

Response:

The College has a well-defined system in place for the maintenance and utilization of all its physical and academic facilities.

Classroom management:

The classrooms are well equipped with all modern technology ,black board ,

CCTVs installed in classroom to make sure of the safety and the security of all students,

teachers and equipment.Stock list of assets of Class room property, cleaning and maintenance are done on a regular basis, Annual Maintenance of all the modern teaching technology system 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 is 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 up of equipments is carried out at the end of every semester

Library

If the books are lost, then the borrower shall replace the books of the same edition or 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 which is not useful for current references is

done on a regular basis.Care of Library Books: Students are required to handle the books/ Journal very carefully; marking

with 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 administrative and overall maintenance of campus infrastructure. Annual maintenance for computers, Printers, software, CCTV, Fire extinguisher, garden and security are in place.

Website

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

SPORTS:

Sports Cell looks after maintaining the sports ground and sports equipment and organizes variousindoor and outdoor sports competitions for students at intra and inter collegiate level. Safetyequipments and sports gears are properly maintained and students are always instructed during

sports periods in regard with proper handling of the gears.

Other Resources- Matoshri college of Education B.Ed 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
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: D. Any 1 of the above

File Description	Document
Upload any additional information	[View Document](#)
Sample feedback sheets from the students participating in each of the initiative	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[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: D. Any 5 of the above

File Description	Document
Upload any additional information	[View Document](#)
Geo-tagged photographs	[View Document](#)
Paste link for additional information	[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: D. Any 2 of the above

File Description	Document
Upload any additional information	[View Document](#)
Samples of grievance submitted offline	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.4

Institution provides additional support to needy students in several ways such as:

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: D. Any 1 of the above

File Description	Document
Upload any additional information	[View Document](#)
Report of the Placement Cell	[View Document](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 3.35

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

2021-22	2020-21	2019-20	2018-19	2017-18
07	02	04	00	00

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)
Paste link for additional information	[View Document](#)

5.2.2

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

Response: 14

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

Response: 14

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

Response: 00

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

Response: 00

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

5.2.3

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

Response: 6.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	05	00	06	01

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)
Paste link for additional information	[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:

Matoshri College of Education, Eklahare has a representative body of students in which students are elected every year at the start of the academic year.

The student representatives co-ordinate various activities and responsibilities entrusted by the college to them. They act as a link between students and faculty members, and the college

The representatives provide feedback about various activities undertaken by the faculties and the college us well as how the decisions of College authorities are received by the students. Meeting of the representative body and college administration takes place regularly to work out different activities of the college.

File Description	Document
Upload any additional information	[View Document](#)
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View Document](#)
Copy of constitution of student council signed by the Principal	[View Document](#)
Paste link for additional information	[View Document](#)

5.3.2

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

Response: 1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	02	00	02

File Description	Document
Upload any additional information	[View Document](#)
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of circular / brochure indicating such kind of events	[View Document](#)
Paste link for additional information	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni serve many valuable roles, they help build and grow an institute's brand through their work strength and word-of-mouth about the institute. An alumni group or alumnae association is an association of graduates or, more broadly, of former students (alumni). Additionally, such groups often support new alumni and provide a forum to create new friendships and develop business relationships with people of similar backgrounds.

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

At Matoshri College of Education we follow a process to make students a part of the Alumni Group. We have created a registration form for all final year students, they can be a member of this group by paying a minimum fee. we have one representative of MCE alumni group in College Development Committee (CDC) and in Internal Quality Assurance Cell (IQAC) as a member, this member can express their views in the meetings and make suggestions in the functioning of the college.

Matoshri College of Education alumni group contributed significantly through various activities during the last five years:

- Motivating new students.
- Organizing various activities
- They support in online teaching and learning
- They support in placements
- They support in internship programmes
- Some of our alumni are associated with NGOs to counsel and help underprivileged kids
- Alumni are active members of IQAC and CDC

File Description	Document
Upload any additional information	[View Document](#)
Details of office bearers and members of alumni association	[View Document](#)
Certificate of registration of Alumni Association, if registered	[View Document](#)
Paste link for additional information	[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: D. Any 1 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Income Expenditure statement highlighting the alumni contribution	[View Document](#)
Documentary evidence for the selected claim	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

5.4.3

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

Response: 4

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	01	00	01	01

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.4

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

Response:

Alumni Association acts as an effective support system for the institution in motivating students as well as recognizing, nurturing, and furthering any special talents in them.

RESPONSE: It is a matter of pride that Matoshri College of Education has a strong Alumni group that strengthens the network among the alumni, faculty, and management and builds an integral relationship with students of the Institute. The alumni group of the college is an active body with many alumni as its members. It conducts formal Alumni meetings every year to reunite with their friends, students, faculty members, and management; they cherish their memories and share their experiences.

In every meeting of Alumni, a talk is arranged on a certain aspect by the alumni for the students related to the field. The topics on which these decisions and talks have been arranged are Guidelines for improving communication skills, experience sharing regarding the importance of participation in co-curricular activities, motivational words for how to become a good teacher, sharing of ideas related to the constructivist approach, discussion on challenges in the teaching profession, discussion on SWOT analysis, guidelines for how to face an interview, ICT based learning, Talk on how to be creative, lecture on innovational ethics. All these talks and discussions are done with the students regarding motivating the students and nurturing their talents to do their best in this novel profession of teaching.

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Matoshri College of education, Eklahare, Nashik affiliated with Savitribai Phule Pune University, Pune is a B. Ed College and to operationalize the overall development of the student-teacher, College has founded the vision and mission of the college by the governing body to provide all the necessary support to manage , supervise and administrative and administer the college affairs. With the able guidance of the Governing Body, the Principal take decision and delegates responsibilities to faculty and staff for effective and efficient functioning of the college to realize its set goals.

The vision and mission of the college is in focus while planning college and society activities. Faculty and students are encouraged to organize and join respectively short term courses aimed at capacity building, employability and imbibing human values.

Vision :-

- To empower thorough education ,people who are economically and socially challenged.
- To transform Teacher Trainees into change Agents & Leader of Changes

- To enhance the employability of Teachers Trainees through Skill sets designed for Value addition

Mission and Objectives:

- Vision Based Strategy to provide holistic education.
- Program to see beyond examinations and make partnering in Nation building process.
- Trans-Curricular skills set to make them employable
- Off-Campus Programs to sensitize the towards Social causes.

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

6.1.2

Institution practices decentralization and participative management

Response:

The College Development Committee (CDC) is the apex body of the institution that plans and executes the development activities.CDC of the institute was set up in 2016 in Matoshri College of Education.

CDC of Matoshri College of Education is a very effective body which serves as a link between the college, student-Teacher and administration. Meetings of CDC are held regularly to discuss matters related to college development, students and faculty development.

College Management encourages its employees and students-Teacher to provide feedback, and keeps taking their suggestions time to time in order to improvise 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.

IQAC is established in the college and plays a pivotal role at academic and administrative level like school participation, outdoor interaction, green initiatives, stage maintenance, regular FDP for teachers. Representatives of the management, Principal, faculty members, staff members, students, eminent personalities and alumni are part of the committees.

The college administration is decentralized through Matoshri Education Society to Advisory Board to College Development Committee to Principal to IQAC then college work is divided into academic and administrative work.

Under the supervision of the principal, heads and committee members, college prepare plans for organizing curricular, co-curricular and extracurricular activities.

The college has a library cell which looks after the functioning of library. Every year regular meeting of library cell is held. In the meeting, library cell decides the budget for purchase of books, journals and allied items for each programme and send the proposal for approval of the same to the College Development Committee for further necessary action and approval.

In Library Cell Head of the department after discussion with faculty prepares the list of books and journals to be purchased; the list is submitted to the librarian. Librarian puts the requirements in the library cell and takes approval for the lists from College Development Committee.

Quotations are taken by the librarian from different dealers and comparative charts are made by the librarian. The comparative chart and the proposal for purchase are submitted to the principal. Principal forwards this to CDC for approval. After approval from the CDC the purchase or subscription is done by the librarian. Once the books are received in the library along with the bills, the price of each books and discount rates is verifies by the library staff in acquisition section. Entry of each book is made in the Accession Register with all the relevant details of the book like its price, publishers, vendor year of publication etc. then the bills are processed for payment with the accession number entered against each item. Acquisition section certifies the above procedure before forwarding the bills to the account section. With the permission of principal, the account section makes the payment to deals.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.1.3

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

Response:

Financial Transparency Matoshri College of Education maintains transparency in its financial, academic and administration functions by clearly defining its vision mission objectives at all levels.

All important matters relating to budget provision of the college and finance budget proposals to be presented before the Governing body for approval at the beginning of each year.

There is provision of increment in salary every year for employees of the institute on the basis of their performance. College has an Internal and External audit system which is accessible to all, and the college has annual budget provision for future betterment

Matoshri College of Education is strictly adheres Academic Transparency to the academic calendar that details the various activities in advance. Admission notifications are made through on its website. Admission forms are processed online and offline with all the relevant details explained in its prospectus and also on its website.

College organizes a campus placement this placement drive is open for all students of S.Y B.Ed

To make transparency in the academic field Matoshri College of Education provides full information of its syllabus, events, upcoming events etc., on its website

We also have an active alumni association who participate directly or indirectly for college development on a regular basis.

In morning assembly, we provide facilities to every student for reading daily news and presentation of thoughts of the day, so that they learn presentation skill

Administrative Transparency College has a College Development Committee (CDC) formulated according to Maharashtra Public University Act, 2016; it acts as a link between the college, students and administration. Meetings of CDC are helped regularly to discuss matters related to college development, students and faculty development. recruitment and staff promotion are also undertaken with almost transparency. IQAC is established in the college and plays a pivotal role in academic and administrative activities.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

6.2.1 The institutional Strategic plan is effectively deployed Response:

The IQAC through deliberations with the stakeholders made a perspective plan (2017-2021) in 2017 for the development of academic, administrative and infrastructural facilities and approval was taken from management.

College has regularly enhanced infrastructure and developed capacities for teaching and research of staff according to the changing academic and social environment The purpose of the plan was to strengthen the functioning of institution.

One of the examples of activity successfully implemented based on perspective plan is as follows:

Augmentation of Academic infrastructure and Equipment Following work is done in relation to infrastructure of the institution and demand of equipment

-Increase in the number of computers in ICT

-Increase in the furniture

-Language Lab set up

-Books Rack for library

-e-Library Manager for Library

-Speakers –Microphones in multipurpose hall

-Sports Equipment

-White boards

-Biometric devices for faculty and students

-LCD Projectors

-PC for faculty

Now the Matoshri College Education   is being well-equipped with all these facilities.

The result of these college facilities is reflected in the happiness of students.

Teaching-Learning process has become more effective.

Furniture in the classrooms, Library has been increased.

E library manager software has been used for library working.

Biometric facility for teachers and students is provided in the institution.

Language lab has been proved very useful for the students.

Sports Equipment is very essential for the holistic development of students.

So institution has also worked on it.

60% of the proposed plan has been completed. As we were under the grip of pandemic wave for two years, a lot of action items/deliverables remained unfulfilled which will be tried to complete by March 2024.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to the page leading to Strategic Plan and deployment documents	[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:

Matoshri College Of Education is affiliated to Savitibai phule pune University, Pune . The administrative Bodies/Councils/Committees/Boards are governed in a very transparent manner as per the policy of institution. Transparent audit system is one of the best features of our institution. The College has an internal organizational structure that has evolved over years. The system of governance is as follows:

The Statutory bodies of the College are the Governing Council, the Advisory Board and the college development committee. These bodies along with the IQAC play an important role in framing policies and executing them. The Governing Council functions as the Executive Body of the College to take decisions and plan strategies which are appropriate for the development of the institution. The Advisory Board constituted according to the guidelines of the UGC is responsible for scrutinizing the proposals with regard to the programmes of study, academic regulations, curriculum, syllabi and framing evaluation policies.

The Principal as the Head of the Institution is the leader who is responsible for various administrative services of the institution. The principal is assisted by the Head of the department and faculty members. They all discuss the major programmes and issues in the College and support the principal in the administration of the institution.

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

6.2.3

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

    1.Planning and Development

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

Response: C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Annual e-governance report	[View Document](#)
Link for additional information	[View Document](#)

6.2.4

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

Response:

Matoshri College of Education has constituted various committees for successful and productive functioning of college activities. Various activities and plans in the college are formulated according to the guidelines of the SSPU University Pune. These well-defined committees are responsible to discuss, decide plans of action and implement them. The institution conducts its day to day working through these committees Cultural Committee, IQAC Committee, Anti-Ragging Committee, Admission Committee, Library Committee, Women Anti Harassment Cell, Examination Committee etc.

Efforts are always made to implement and execute all plans and decisions effectively keeping in mind the welfare of the students and the overall development of the institution.The college also provide important information on the website and notice board. The various bodies and committees present in the college make it a point that the academic and cultural calendar is implemented in a timely manner. Decisions taken at various meetings are properly documented and effective steps are taken to implement the decisions at the ground level in reality.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

List of WelfareMeasures Provided by the Institution

Matoshri College of Education adopts the Following welfare measures for the Teaching and Non-Teaching Staff Members-

- College provides staff 8 Casual leaves.
- 10 Medical leaves are provided to the staff which has to be earned in advance. These leaves are carried forward if not availed.
- Ladies teaching and non-teaching staff can avil maternal leave for 3 Months.
- Duty leaves is provided for attending Workshops, Orientation course, refreshers course, Conferences.
- Yoga camp organized for staff time to time.
- Free Uniform is provided to staff, Non-Teaching Staff and peon.
- Destktop are available for staff.
- Research Fecilities are available for teachers pursuing their Ph. D.
- Bus Facilities are provided for Staff and Non-teaching staff.
- Canteene facility is provided in Campus for all.

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

6.3.2

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

Response: 7.14

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**

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

File Description	Document
Institutional Policy document on providing financial support to teachers	[View Document](#)
Income Expenditure statement highlighting the financial support to teachers	[View Document](#)
E-copy of letter/s indicating financial assistance to teachers	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[View Document](#)
Certificate of membership	[View Document](#)
Any additional information	[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**

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

File Description	Document
List of participants of each programme	[View Document](#)
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)
Any additional information	[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: 4.29

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**

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	0	0	0

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 staff for achieving the overall 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-Curricula's, 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 in the format provided by the institution.

Further, at the end of semester, 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 Head of the Department 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.

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 organizational 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.

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:

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 is explained. There are no objections reflected as such in the report yet.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of 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)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

6.4.3

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

Response:

Matoshri 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, and other fees, donations collected through well-wishers, alumni and the gratitude fund donated by the college staff. Since, Matoshri College of Education is a self-financed college, there are no funds from Government organizations or NGOs till now though we are putting great efforts to attain funds from Government agencies for the quality assurance in the Institution. Due to lack of such funds we accommodate the expenses from two funds which are Tuition Fee and Alumna Funds.

The College utilizes these funds for the following resources:

1.Library Books:

The above funds are utilized for purchasing the books for the library so that a rich learning resource centre can be provided to the students. as the Library is the 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 Satyam to contribute to local environment.

Security Purpose:

Safety and security are primary concerns of the college 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.

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:

Matoshri College of Education aims at empowering student-teachers and being a Teachers training institute, its objective is to provide best possible opportunities to student-teachers for their holistic development to serve the society after completion of the course. Establishment of IQAC is a concrete step towards development of students. The prime task of the IQAC is to develop a system for purposeful and consistent improvement in the overall performance of the institute and specifically of students.

In this regard IQAC of the College was constituted for five years on 19th of July 2017 under the Chairmanship of our Principal Dr.Vaishali Suryavanshi and Coordinator Mr. Shashikant Nikam along with teachers, members from Management of the Institute, Nominees from Local Authority, students, Alumni.

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

strategies. The IQAC was constituted to develop an awareness system for consistent improvement in the overall performance of institutions related to academics and administration aspects.

From 2017 onwards, IQAC was constituted with the following goals:

- Obtaining, analyzing and action taken on feedback responses from students, parents, and alumni on quality-related institutional processes
- 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:
- To intensify feedback collection, analysis and review
- To improve continuously in admission process, student diversity, teacher's quality, teaching learning process and learning outcome

Outcome based education is initiated by IQAC Result-analysis and active Grievance Redressed Cell Extension activities including various activities are enhanced

Continuously practice decentralized and Participative governance with faculty performance evaluation through self-appraisal forms and confidential reports to express strong concern for environmental activities including rain water harvesting , plastic ban , waste management and Energy Saving. IQAC works constantly to promote research work.

IQAC works constantly to establish newer collaborations and linkages with different organizations Updating Infrastructural facilities including physical facilities, ICT facilities, library facility with ICT integration.

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](#)
Link for 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, Women Development Cell, Student Welfare Cell,Examination Cell, Alumni Cell, Grievance Cell, Anti Ragging Squad, Internal Compliance Cell, Publication Cell, Admission Cell, Academic Planning Cell.

Various quality initiatives for improving the teaching-learning process are taken by the Institute under the guidelines of IQAC like Organization of Seminars, Workshops, Events like Annual Carnivals, Graduation Ceremony, Exhibitions related to pedagogy subjects, field visits like visit to Mother Dairy, Science center etc. for the Students, Faculty Development Programmes for faculty, Value-added courses for students, Encouragement to use ICT resources in teaching learning process.

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:

-Internet and WI-FI facility is provided.

-LCD projectors are installed in classrooms and laboratories.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	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: 17.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	17	16	15	13

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

6.5.4

Institution engages in several quality initiatives such as

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

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

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

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: B. Any 3 of the above

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

6.5.5

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

Response:

Matoshri College of Education IQAC Cell worked upon constitution of various cells to decentralize the work among the members of staff and hence the below mentioned cells were constituted to streamline the work of the institute which are as follows:

1. **Admission and SC, ST, OBC Cell:** Looks after admissions and category students and their fees concessions according to the documents produced. This cell works round the year as the queries are met for admissions at all times. This cell also decided upon the strategies each year to increase the number of admissions to fill all 100 seats.

2. **Placement Cell**: Looks after the placement and coordinates with reputed schools for placement of trainees providing them adequate career counseling.

3. **Cultural Cell:** Looks after the cultural activities, celebrations and festivals around the session. The cell maintains all the records of the events conducted.

4. **Sports Cell:** Looks after the sports related activities providing activities and facilitating for physical development by recreation activities.

5. **Library Cell**: Looks after the library records, new books required, memberships of different e-resources, students usage of library.

6. **Women anti sexual Cell and vishakha samiti :** Organises activities for women empowerment and upliftment of women celebrating womanhood. The cell organises Self-defense workshops, Gender Equality day celebration, Women's day celebration etc.

7. **Examination Cell:** Looks after Internal & external examination and maintains examination records. The cell keeps the record of any grievances related to examination and acts as a bridge between university and college for smooth execution of examinations.

8. **Alumni Cell:** Ensures alumni association with the Institute and organises activities with and for alumni. The cell also organises alumni meet each year to keep alumni in contact and for their lifelong association with their college.

9. Internship Cell: Looks after the Internship and teaching practice of trainees in reputed schools. Also, maintains record of teaching practice and duty charts for supervision. The cell also prepares a list of schools to be approached for internship next year and works for establishing MOUs with reputed schools in the proximity.

10. Academic Planning Cell: Plans the session plan and academic calendar for the complete session for well-planned and organised functioning of the Institute.

11.**Grievance Cell:** Looks into the grievances of students and their resolution according to the UGC guidelines. The cell works confidentially on each grievance and resolves them in a given timeline.

12. Internal Compliance Cell: Looks into all the matters related to Grievances, Anti ragging and sexual harassment.

13. Field visit :works to the college organizes field trips and study tours as an extension of theoretical learning and to expose students to new and unique way.

14. Student Welfare Cell: Works for the students welfare activities like equipping students with online platforms and its functioning, conducting workshops and guest lectures like preparing e-portfolio etc.

15. Extension Cell: Looks after organisation of workshops, seminars, guest lectures and conferences. The cell rigorously works towards extension of learning of students through varied modes of learning such as celebrating Literacy week & Yoga day etc.

16. IQAC Cell: Looks after the functioning of all the cells and takes decisions for the incremental strategies in context of all aspects such as Administrative, Academic & Infrastructure etc. IQAC hold regular meetings to take decisions upon major issues and provides guidelines for other cells.

17. Discipline Cell: The cell looks after the maintenance of discipline in the Institute. This also includes making strategies to instill discipline among students and also the activities to teach discipline to them

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

The institution makes effort for energy conservation by reducing the consumption of energy and using less of an energy service. Energy conservation is a practice of reducing the quantity of energy use. It may be attained through efficient energy use or by reducing the consumption of energy services. It is one of the easiest processes to help the globe by means of pollution in addition to make use of natural energy. Conservation of energy has been done by various methods. Planting trees all around the campus so that there is a less usage of air conditioners. Insulating a building allows it to use less heating and cooling energy to achieve and maintain a thermal comfort. Designing features of the building that maximizes the use of natural light. Adding blinds or other window fixtures in classrooms can allow teachers to reduce glare while trading electrical light for natural sunlight. Natural sunlight will create a more relaxed learning environment compared to the harsh overhead lights that are normally in classrooms. Switching over to LED's or CFL's save lot of energy. CFL's last longer than standard incandescent bulbs and cost of fraction of the price to run. Modern LED bulbs offer a powerful option for lighting at a fraction of the electrical cost. Investing in energy saving power strips by keeping classroom computers and other devices plugged into power strips to help mitigate their standby power usage. Taking time to power down the computers each afternoon helps to reduce power usage. We impart education about how to reduce electricity to students which contributes to the efforts to make their campus a little greener. Switching the lights off when the students leave the classrooms and unplugging projectors and computers after the use. Energy can most efficiently used at Institute by trying to limit the electricity usage, turning off the lights. Reducing water wastage., Recycling the waste etc.

Alternative sources of energy

Matoshri College of Education has the establishment of alternate energy sources in the form of establishment of 20 KW rooftop Solar Power plant of PV Modulus of VIKRAM. Matoshri College of Education energy policy also has taken efficient energy management and conservation through good established procedures specified in its policy.

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

7.1.2

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

Response:

To reduce waste at the institute, students and staff are educated on proper waste management practices through lectures, advertisements on notice boards, displaying slogan boards in the Campus.

All the solid waste generated on the campus is collected in segregated categories like Plastic, Paper, Metal, and Glass. The garden waste and other decomposable waste are collected separately and sent to the Composting plant. All the garden waste, kitchen waste, and other compostable waste is processed at the composting plant which after processing is used as a fertilizer in the gardens-Waste:

The campus has a centralized facility to collect e-waste from institutes, housekeeping, and disposal. E-wastes if generated from computers, laptops, scanners, printers, etc. are collected centrally & disposed of. Old monitors and CPUs are repaired and reused. Institute conducts competitions on "Best out of Waste."

Liquid Waste - The water waste from water coolers is drained to gardens so that the water is utilized for plants. We have placed different signboards nearby water coolers and in washrooms to prevent water wastage. Very limited liquid waste is generated in the College premises.

For wastewater management the staff and students are advised to minimize water wastage by turning off taps when washing their hands and report any leaking taps. Rainwater harvesting pit is there which is monitored regularly and students are made aware about the concept of rainwater harvesting and its importance. The rainwater thus collected in the pit helps to replenish the ground water table. Every effort is taken by the staff and students to reduce wastage of water in mess, canteen and washrooms.

Segregation of Solid Waste Segregation of waste is done on daily basis. Almost all solid waste generated is segregated.

Recycling of solid waste The waste thus collected from the campus is collected by the garbage collectors and recycled as per the policy of Municipal Corporation, Nashik Administration. There is the availability of a proper functional drainage system in the college.

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

7.1.3

Institution waste management practices include

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)

7.1.5

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

Response:

By enforcing the Prime Minister's "Swachh Bharat Mission" , Matoshri College of Education is always committed to maintaining a clean college environment which sets a good example to students, teachers & other staff. It encourages learners to take pride in their college, which makes them less likely to drop litter and as such they will potentially make a bigger effort to maintain their environment. cleanliness is incredibly important when it comes to cutting down on the spread of diseases in the college and means that staff and students are able to enjoy a comfortable learning environment. It also improves hygiene levels and can help to reduce the spread of sickness.

Cleanness in Campus:

1. Provide door mats in each class. 2. Keep trash bins in each working station and class. 3. Organise cleaning day events like Swachh Bharat Abhiyaan. 4. Clean the campus facilities frequently. 5. Hire a professional cleaning team twice a year.

Sanitation:

1. Personal hygiene 2. Safe drinking water 3. Disposal of waste water 4. Solid waste management 6.E Waste Management 7. Liquid Waste Management

Green Cover: We are endorsing and enforcing measures to make the College a carbon negative campus using the following:

1. Rainwater Harvesting 2. Utilizing Natural Light

The building architecture of college is designed in such a manner that permits the free flow of air and allows natural light to cover all the corners of the building. The ample natural light therefore avoids the usage of the lights in the corridors and rooms.

Polution Free Healthy Environment

1. Use Reusable Water Bottles 2. Use of LED bulbs in college 3. Conducting energy audit 4. Dustbins in the Premises 5. Waste control in entire campus 6. No use of plastic in campus 7. Use of dust proof chalks in classrooms 8.Minimum use of Photocopy/Printing

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any additional information	[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](#)
Snap shots and documents related to exclusive software packages used for paperless office	[View Document](#)
Income Expenditure statement highlighting the specific components	[View Document](#)
Circulars and relevant policy papers for the claims made	[View Document](#)
Any additional information	[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: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)

7.1.8

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

Response:

Our Institute always puts effort into creating harmony between society and culture to reduce inequality. For the conservation and preservation of culture, the institute organized various cultural activities.In 'The Ganesh festival' the institute organized a Singing competition for students.The cultural activities are also performed at the time of Welcome Functions, Traditional days, Freshers and Farewell Parties Alumni meet, etc. The institute also organized Marathi Bhasha Din. The Institute helps and gives concessions to students in fees through scholarships and other things. The Institute provides a book – Bank facility to the toppers, hardworking and SC/ST/OBC students. The scholarship committee guides and encourages the students to apply for the scholarships. The Institute organized different activities and guest lectures on Gender equality and awareness.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[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: D. Any 1 of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	[View Document](#)
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	[View Document](#)
Details of the Monitoring Committee, Professional ethics programmes, if any	[View Document](#)
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)
Any additional information	[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:

Response:

Two best Practices implemented by the Institutions:

Health Camp 2022:

Matoshri College of Education, Eklahare, Nashik is Affiliated to Savitribai Phule Pune University, Pune.

On 1/6/22 as a social commitment Mr. Kishorbhau Darade, Director of the Institute organized a health camp in association with Matoshri Educational Institution, Ekalahare, Nashik and Yeola. All the colleges participated in this camp. Also, all the faculty and student teachers of the college contributed well. For three days from May 21, 2022, to May 23, 2022, the faculty and students of the college went to the nearby village and gave information about the "Health Camp". For this, a team of 10 students, 1 professor, 1 doctor, and 1 nurse was formed. In each village, generally, 5 teams were formed. All the houses in the village were inspected and surveyed.

The health camp was inaugurated on 1/6/2022. Faculty and students of the college helped transport the needy/sick persons from village to camp by bus. In the camp, the doctor properly diagnosed the patient and gave the necessary treatment. Not only this, he was also treated free of charge. The organization had properly arranged food and transportation for the needy.

After the successful completion of the camp, Principal of Matoshree Education College Dr. Vaishali Suryavanshi Madam thanked everyone.

Thus, Matoshri Educational Institution did social service work by participating in health camp.

Lecture On Mental Health:

Personality Development guidance camp for students

A personality development guidance camp was organized for female students in Matoshri

Education College on 10/06/2017.

First, the program was introduced. Anap Kavita done the acquiring of the programme. Dr. Manisha Jagtap, Gynecologist was present as the chief guest for the program. She gave information about how to

face the challenges in the society. She also cleared the doubts of the students. In this way the program was conducted.

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[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:

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

Response:

Matoshri College of Education, Eklahare, Nashik, aspires to be a leading Institution in the country offering quality teacher education to enlighten, emancipate and empower the student-teacher fraternity and to foster lifelong learning. These Activities help to future, so it is our duty to sensitize the young generation of the country about personal, social, and local. We are ready with our all students as support engine-reviving the momentum to bring holistic concepts to classrooms.

Another evidence of the college's effectiveness is the increasing number of our alumni who are getting appointed as faculty members in different schools of neighbouring areas.

It is our vision and priority to provide our students a healthy and quality environment that helps to develop their core skills which in turn develops their critical thinking skills. hence Matoshri College of Education use to celebrate National Days along with the various types of the activities and different types of the national days.

As the world has faced severe challenges related to pandemic or due to COVID-19 so Matoshri College of Education organized stress related issues in a workshop that covered all psychological aspects of students.

As Matoshri College of Education is committed to all round development of students so every year Field Trips are also organized to enhance their team work.& coordination and visit places like Nandur Madhyameshaw at geographical background.To manage the Stress a programme en Heartfulness is also organized.

To enhance the Professional growth and skills of students in their respective field, a SWOT analysis lecture, On the spot Speaking activities is also organized.

The Matoshri college of Education, inculcates value added courses like the Computers Career Guidance workshop on self-defense are provided to felicitate economic security and financial independence of women.And cooperation of Parents,Principal and faculties are included in this.

Relentless efforts of the Matoshri College of Education in the direction of the realization of its vision have fructified in the upsurge of its academic achievement.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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5. CONCLUSION

Additional Information :

Matoshri College of Education is affiliated with Savitribai Phule Pune University, Pune located in Nashik District is teacher-training college offers 2 years Bachelor of Education i.e. B. Ed programme recognized by NCTE. College is ensuring to enhance the knowledge and practices of student-teachers throughout the academic year. Under the supervision of Principal, Faculty members plan for organizing curricular and co-curricular activities to reach the vision and mission of College. The college practices a well-structured system of mentoring to provide proper guidance to the students during the programme and later after completion of the programme. College is also involved in not only giving guidance for choosing the right career path but also to help them to become confident and emotionally secure individuals.

College helps and motivates the student-teachers for active participation in various activities throughout the academic year. It develops the various skills, life skills, values and competencies among the student-teacher.

Thus college ensures the overall development of the student-teachers and tries to fulfill all their needs and expectations from the College. College is also promotes the student-teacher for pay back to the society what they are gained. For this efforts are made such as literacy day celebration, voter's day celebration, tree plantation, village cleaning, sanitization and etc.

Concluding Remarks :

Thus College is not only giving the knowledge which is prescribed in the curriculum but also involved in various curricular, co-curricular and extra-curricular activities. It helps the student-teacher for overall development and it fulfills the need and requirement of the student-teachers in various fields. For that College throughout the academic year planned and conducted various mentioned activities.

College is also ensures the all aspects of curriculum. College is ensures about fulfilling the demands of student-teachers, their parents and the society. For this college conducted various programmes such as PTA meetings, Alumni meet, etc. With the help of this college is functioning smoothly and it helps to promote the plan of achievements.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: D. Any 2 of the above
1.1.3	**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through** **1. Website of the Institution** **2. Prospectus** **3. Student induction programme** **4. Orientation programme for teachers** Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above
1.2.2	**Average Number of Value-added courses offered during the last five years** 1.2.2.1. **Number of Value – added courses offered during the last five years** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	4	3	2	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	2	2	2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
104	98	99	74	44

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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**

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
42	86	39	37	42

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

1.4.1	**Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.**
	Structured feedback is obtained from
	1. **Students**
	2. **Teachers**
	3. **Employers**
	4. **Alumni**
	5. **Practice teaching schools/TEI**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: E. Any 1 or none of the above
2.1.2	**Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..**
	2.1.2.1. **Number of students enrolled from the reserved categories during last five years..**
	Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
44	43	49	40	46

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
40	40	37	40	46

Remark : Updated as per metric logic

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 Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: D. Any 2 of the above
2.2.3	**There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students** Answer before DVV Verification : Whenever need arises due to student diversity Answer After DVV Verification: No Special effort put forth in accordance with learner needs
2.3.4	**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** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: D. Any 1 of the above
2.3.6	**Institution provides exposure to students about recent developments in the field of education through** 1. **Special lectures by experts** 2. **'Book reading' & discussion on it** 3. **Discussion on recent policies & regulations** 4. **Teacher presented seminars for benefit of teachers & students** 5. **Use of media for various aspects of education** 6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : Updated as per documents
2.4.2	**Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as** 1. **Formulating learning objectives** 2. **Content mapping**

	3. Lesson planning/ Individualized Education Plans (IEP)
	4. Identifying varied student abilities
	5. Dealing with student diversity in classrooms
	6. Visualising differential learning activities according to student needs
	7. Addressing inclusiveness
	8. Assessing student learning
	9. Mobilizing relevant and varied learning resources
	10. Evolving ICT based learning situations
	11. Exposure to Braille /Indian languages /Community engagement
	Answer before DVV Verification : A. Any 8 or more of the above
	Answer After DVV Verification: D. Any 2 or 3 of the above
2.4.3	**Competency of effective communication is developed in students through several activities such as**
	1. **Workshop sessions for effective communication**
	2. **Simulated sessions for practicing communication in different situations**
	3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**
	4. **Classroom teaching learning situations along with teacher and peer feedback**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: D. Any 1 of the above
2.4.4	**Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses**
	1. **Teacher made written tests essentially based on subject content**
	2. **Observation modes for individual and group activities**
	3. **Performance tests**
	4. **Oral assessment**
	5. **Rating Scales**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: C. Any 2 of the above
2.4.5	**Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of**
	1. Preparation of lesson plans
	2. Developing assessment tools for both online and offline learning

3. Effective use of social media/learning apps/adaptive devices for learning

4. Identifying and selecting/ developing online learning resources

5. Evolving learning sequences (learning activities) for online as well as face to face situations

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

2.4.6	**Students develop competence to organize academic, cultural, sports and community related events through** 1. **Planning and scheduling academic, cultural and sports events in school** 2. **Planning and execution of community related events** 3. **Building teams and helping them to participate** 4. **Involvement in preparatory arrangements** 5. **Executing/conducting the event** Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above
2.4.7	**A variety of assignments given and assessed for theory courses through** 1. **Library work** 2. **Field exploration** 3. **Hands-on activity** 4. **Preparation of term paper** 5. **Identifying and using the different sources for study** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above
2.4.10	**Nature of internee engagement during internship consists of** 1. **Classroom teaching** 2. **Mentoring** 3. **Time-table preparation** 4. **Student counseling** 5. **PTA meetings** 6. **Assessment of student learning – home assignments & tests** 7. **Organizing academic and cultural events** 8. **Maintaining documents** 9. **Administrative responsibilities- experience/exposure** 10. **Preparation of progress reports** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: D. Any 2 or 3 of the above
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)

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. Any 2 or 3 of the above
Remark : Updated as per attachment

2.4.13	**Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include** 1. **Effectiveness in class room teaching** 2. **Competency acquired in evaluation process in schools** 3. **Involvement in various activities of schools** 4. **Regularity, initiative and commitment** 5. **Extent of job readiness** Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above
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** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above
2.7.2	**Average pass percentage of students during the last five years** 2.7.2.1. **Total number of students who passed the university examination during the last five years** Answer before DVV Verification:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
101	92	96	65	35

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
100	92	96	65	35

3.1.3	**In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:** **1.Seed money for doctoral studies / research projects** **2. Granting study leave for research field work** **3. Undertaking appraisals of institutional functioning and documentation** **4. Facilitating research by providing organizational supports** **5. Organizing research circle / internal seminar / interactive session on research** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above
3.1.4	**Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include** 1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations** 2. **Encouragement to novel ideas** 3. **Official approval and support for innovative try-outs** 4. **Material and procedural supports** Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: C. Any 2 of the above
3.4.1	**Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years** 3.4.1.1. **Number of linkages for faculty exchange, student exchange, research etc. during the last five years** Answer before DVV Verification:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	1	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

3.4.2	**Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years** 3.4.2.1. **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years** Answer before DVV Verification : 01

	Answer after DVV Verification: 00
3.4.3	**Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes** 1. **Local community base activities** 2. **Practice teaching /internship in schools** 3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education** 4. **Discern ways to strengthen school based practice through joint discussions and planning** 5. **Join hands with schools in identifying areas for innovative practice** 6. **Rehabilitation Clinics** 7. **Linkages with general colleges** Answer before DVV Verification : C. Any 3 or 4 of the above Answer After DVV Verification: C. Any 3 or 4 of the above
4.1.2	**Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.** 4.1.2.1. **Number of classrooms and seminar hall(s) with ICT facilities** Answer before DVV Verification : 8 Answer after DVV Verification: 4 4.1.2.2. **Number of Classrooms and seminar hall(s) in the institution** Answer before DVV Verification : 8
4.1.3	**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years** 4.1.3.1. **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
83.01	76.48	75.75	69.13	55.78

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.60	2.38	0.81	4.99	2.83

Remark : Updated as per fixed assets schedule

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
15.22	13.74	16.56	11.08	2.57

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3.05	0.68	2.14	0.54	1.09

Remark : Updated as per metric

5.1.1	**A range of capability building and skill enhancement initiatives are undertaken by the institution such as:** 1. **Career and Personal Counseling** 2. **Skill enhancement in academic, technical and organizational aspects** 3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training** 4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two** 5. **E-content development** 6. **Online assessment of learning** Answer before DVV Verification : B. Any 4 or 5 of the above Answer After DVV Verification: D. Any 1 of the above
5.1.2	**Available student support facilities in the institution are:** 1. **Vehicle Parking** 2. **Common rooms separately for boys and girls** 3. **Recreational facility** 4. **First aid and medical aid** 5. **Transport** 6. **Book bank** 7. **Safe drinking water** 8. **Hostel** 9. **Canteen** 10. **Toilets for girls** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: D. Any 5 of the above
5.1.3	**The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as** 1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies** 2. **Details of members of grievance redressal committees are available on the institutional website**

	3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students** 4. **Provision for students to submit grievances online/offline** 5. **Grievance redressal committee meets on a regular basis** 6. **Students' grievances are addressed within 7 days of receiving the complaint** Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 2 of the above
5.1.4	**Institution provides additional support to needy students in several ways such as:** **1. Monetary help from external sources such as banks** **2. Outside accommodation on reasonable rent on shared or individual basis** **3. Dean student welfare is appointed and takes care of student welfare** **4. Placement Officer is appointed and takes care of the Placement Cell** **5. Concession in tuition fees/hostel fees** **6. Group insurance (Health/Accident)** Answer before DVV Verification : B. Any 3 or 4 of the above Answer After DVV Verification: D. Any 1 of the above
5.2.2	**Percentage of student progression to higher education during the last completed academic year** 5.2.2.1. **Number of outgoing students progressing from Bachelor to PG.** Answer before DVV Verification : 43 Answer after DVV Verification: 14 5.2.2.2. **Number of outgoing students progressing from PG to M.Phil.** Answer before DVV Verification : 00 5.2.2.3. **Number of outgoing students progressing from PG / M.Phil to Ph.D.** Answer before DVV Verification : 04 Answer after DVV Verification: 00
5.3.2	**Average number of sports and cultural events organized at the institution during the last five years** 5.3.2.1. **Number of sports and cultural events organized at the institution during the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
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09	05	02	00	04 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
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02	02	02	00	02

5.4.2	**Alumni has an active role in the regular institutional functioning such as** 1. **Motivating the freshly enrolled students** 2. **Involvement in the in-house curriculum development** 3. **Organization of various activities other than class room activities** 4. **Support to curriculum delivery** 5. **Student mentoring** 6. **Financial contribution** 7. **Placement advice and support** Answer before DVV Verification : C. Any 2 or 3 of the above Answer After DVV Verification: D. Any 1 of the above
6.2.3	**Implementation of e-governance are in the following areas of operation** 1. **Planning and Development** 2. **Administration** 3. **Finance and Accounts** 4. **Student Admission and Support** 5. **Examination System** 6. **Biometric / digital attendance for staff** 7. **Biometric / digital attendance for students** Answer before DVV Verification : A. Any 6 or more of the above Answer After DVV Verification: C. Any 3 or 4 of the above
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** 6.3.2.1. **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years** Answer before DVV Verification:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	8	8	8	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	0	0	0

7.1.4	**Institution has water management and conservation initiatives in the form of**
	
	1. Rain water harvesting
	
	2. Waste water recycling
	
	3. Reservoirs/tanks/ bore wells
	
	4. Economical usage/ reduced wastage
	
	    Answer before DVV Verification : C. Any 2 of the above
	    Answer After DVV Verification: D. Any 1 of the above
	   Remark : Updated as per S.No. 1

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

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students on roll year-wise during the last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
207	201	198	174	122

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
207	201	198	174	122

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
219	209	200	200	200

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
104	98	98	74	44

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
100	98	98	74	44

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
101	92	96	65	35

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

100	92	96	65	35

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
207	201	198	174	122

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
103	101	100	100	79

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	13	16	14	13

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	13	15	14	13

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
83.01	76.48	75.75	69.13	55.78

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
83.0	76.4	75.7	69.1	55.7

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