



## YEARLY STATUS REPORT - 2021-2022

### Part A

#### Data of the Institution

##### 1.Name of the Institution

**M.V.P.SAMAJ'S COLLEGE OF  
EDUCATION NASHIK**

- Name of the Head of the institution **Dr.Chandrakant Mhasu Borase**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**

- Alternate phone No. **02532571542**
- Mobile No: **9422761284**
- Registered e-mail ID (Principal) **coednsk@gmail.com**
- Alternate Email ID **cmborse2@gmail.com**
- Address **M.V.P.SAMAJ'S gangapur Road, MVP  
Campus,Nashik**
- City/Town **Nashik**
- State/UT **Maharashtra**
- Pin Code **422002**

##### 2.Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
- Type of Institution **Co-education**

- Location **Urban**
- Financial Status **UGC 2f and 12(B)**
- Name of the Affiliating University **Savitribai Phule Pune University,Nashik**
- Name of the IQAC Co-ordinator/Director **Dr. Kailas Ramesh Khonde**
- Phone No. **02532571542**
- Alternate phone No.(IQAC) **9579153374**
- Mobile (IQAC) **9579153374**
- IQAC e-mail address **krkhonde81@gmail.com**
- Alternate e-mail address (IQAC) **kailas.khonde@mvpcoednsk.com**

**3.Website address**<https://mvpcoednsk.com/>

- Web-link of the AQAR: (Previous Academic Year) <https://mvpcoednsk.com/wp-content/uploads/2023/03/AOAR-2020-21.pdf?x13603>

**4.Whether Academic Calendar prepared during the year?****Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <https://mvpcoednsk.com/wp-content/uploads/2023/03/AY201-22.pdf?x13603>

**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>B++</b>	<b>Nil</b>	<b>2004</b>	<b>08/01/2004</b>	<b>07/01/2009</b>
<b>Cycle 2</b>	<b>A</b>	<b>3.04</b>	<b>2011</b>	<b>27/03/2011</b>	<b>26/03/2016</b>
<b>Cycle 3</b>	<b>A</b>	<b>3.26</b>	<b>2016</b>	<b>05/11/2016</b>	<b>04/11/2021</b>

**6.Date of Establishment of IQAC****24/06/2004****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
00	00	00	Nil	00

**8. Whether composition of IQAC as per latest NAAC guidelines** **Yes**

- Upload latest notification of formation of IQAC [View File](#)

**9.No. of IQAC meetings held during the year** **2**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

**10. Whether IQAC received funding from any of the funding agency to support its activities during the year?** **No**

- If yes, mention the amount

**11. Significant contributions made by IQAC during the current year (maximum five bullets)**

i) **Research Guidance** : College has a research center. Research guidance is given to M.Ed and Ph.D students from time to time and after every 6 months the progress of the students are assessed and uploaded on the Ph. D tracking and before the submission of Ph.D pre viva Voce is taken and necessary changes are suggested online mode. All the research guides take active participation in promoting the research work of the Research Centre.

ii) **Registration of G- Suite for the Institution:** In this year we created G suite account for our institution for online teaching learning process and taken all the curricular and extra curricular activities through G-suite

iii) **Academic Bank Credit (ABC):** Our Institution IQAC has taken the initiative to create an Academic Bank Credit (ABC) account of every student in this academic year before filling the exam forms. We

created the Academic Bank Credit (ABC) of B.Ed ,M.Ed ,DSM, B.Ed(vocational), M.A. Education students as a part of NEP2020 implementation.

iv) Promoting Research Ethics Orientation And Course work of Ph.D: In this academic year IQAC has taken Initiative to do the certificate course in Research Ethics and Course work of Ph.D. As a result 4-5 students completed these courses successfully.

v) Promoting and Helping the Faculty for Career Advancement ( CAS): IQAC has taken initiative to promote the faculty for CAS as all the documents are verified through IQAC and their API scores are cross checked and verified .

Vi) Nagarik Saurakshan Mulbhut Pathyakram:-Awareness regarding Social contribution and preparing the volunteers for Civilian safety

vii) Online Feedback forms are prepared & given to the students, stakeholders, Faculty Parents, etc and necessary action was taken by the principal. Feedback forms are analyzed. And communicated to the respective people for further improvement .

viii) Online Planning of teaching : In the pandemic situation colleges were closed .Thus IQAC prepared the online schedule for teaching through online mode. All the teachers learned various modes of teaching and teach the students through Zoom and google meet.

ix) Academic Calendar :In the beginning of the academic session the Academic Calendar is prepared and accordingly the academic activities are conducted. According to the academic Calendar all activities are successfully completed in online mode.

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

Plan of Action	Achievements/Outcomes
Registration of G- Suite for the Institution	In this year we created G suite account for our institution for online teaching learning process and taken all the curricular and extra curricular activities through G-suite
Academic Bank Credit (ABC)	Our Institution IQAC has taken the initiative to create an Academic Bank Credit (ABC) account of every student in this academic year before filling the exam forms. We created the Academic Bank Credit (ABC) of B.Ed ,M.Ed ,DSM, B.Ed( vocational), M.a Education students as a part of NEP2020 implementation.
Research Guidance	Guidance of research to B.Ed, M.Ed and Ph.D is successfully done
Extension Activities: YCMOU Courses- B.Ed, DSM, M.A.Education	B.ED,DSM, M.A Education all these courses are adhered successfully
Online Feedback forms	Online Feedback forms are prepared & given to the students, stakeholders, Faculty Parents, etc and necessary action was taken by the principal. Feedback forms are analyzed. And communicated to the respective people for further improvement .
Promoting and Helping the Faculty for Career Advancement ( CAS):	In this academic year IQAC has taken Initiative to do the certificate course in Research Ethics and Course work of Ph.D. As a result 4-5 students completed these courses successfully.
Promoting Research Ethics	In this academic year IQAC has

Orientation And Course work of Ph.D:	taken Initiative to do the certificate course in Research Ethics and Course work of Ph.D. As a result 4-5 students completed these courses successfully.
Academic Calendar	In the beginning of the academic session the Academic Calendar is prepared and accordingly the academic activities are conducted. According to the academic Calendar all activities are successfully completed in online mode.
Implementation of Curriculum based on Choice based Credit System of B.Ed I & II as well as M.Ed I & II year and all courses related activities through online mode	All syllabus and Practical's are completely Adhered and all activities are successfully completed
Nagarik Saurakshan Mulbhut Pathyakram	Awareness regarding Social contribution and preparing the volunteers for Civilian safety

**13. Whether the AQAR was placed before statutory body?** Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Development Committee	19/11/2021

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

## Part A

### Data of the Institution

<b>1.Name of the Institution</b>	M.V.P.SAMAJ'S COLLEGE OF EDUCATION NASHIK
• Name of the Head of the institution	Dr.Chandrakant Mhasu Borase
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02532571542
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• Pin Code	422002
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• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban
• Financial Status	UGC 2f and 12(B)

• Name of the Affiliating University	Savitribai Phule Pune University,Nashik				
• Name of the IQAC Co-ordinator/Director	Dr. Kailas Ramesh Khonde				
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• Mobile (IQAC)	9579153374				
• IQAC e-mail address	krkhonde81@gmail.com				
• Alternate e-mail address (IQAC)	kailas.khonde@mvpcoednsk.com				
<b>3.Website address</b>	<a href="https://mvpcoednsk.com/">https://mvpcoednsk.com/</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://mvpcoednsk.com/wp-content/uploads/2023/03/AQAR-2020-21.pdf?x13603">https://mvpcoednsk.com/wp-content/uploads/2023/03/AQAR-2020-21.pdf?x13603</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://mvpcoednsk.com/wp-content/uploads/2023/03/AY201-22.pdf?x13603">https://mvpcoednsk.com/wp-content/uploads/2023/03/AY201-22.pdf?x13603</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	Nil	2004	08/01/2004	07/01/2009
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<b>6.Date of Establishment of IQAC</b>			24/06/2004		
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Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
00	00	00	Nil	00
<b>8.Whether composition of IQAC as per latest NAAC guidelines</b>		<b>Yes</b>		
<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>		<a href="#">View File</a>		
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<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>		<b>Yes</b>		
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<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>		<b>No</b>		
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<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>				
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**13.Whether the AQAR was placed before statutory body?**

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Development Committee	19/11/2021

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

Year	Date of Submission
2021-22	17/01/2023

**15.Multidisciplinary / interdisciplinary**

Our B.Ed institution is already a multi disciplinary institution as it consists of the students of varied faculties such as

science ,math, languages ,commerce agriculture etc. B.Ed colleges are the teaching profession Teaching profession institutions which teachers all the teachers how to teach and does the students of all the faculties work hand in hand to learn the teaching techniques which forms to be holistic multi disciplinary institution.

STEM empowers individuals with the skills to succeed and adapt to this changing world..All teacher education Institutions promote stem as it integrates Humanities and Science with each other in their course. During the internship program the students of all the faculties work hand in hand to promote stem and does learn the teaching skill and develop the skill of accepting other faculties as a part and parcel of the teaching profession..

our institution provides a flexible and innovative curriculum that includes Choice Based Credit System since 2015. all the courses and projects are in the areas of community engagement and services such as social work practicals and Entrepreneurship practical for B.Ed 2nd year students. We promote Environmental education through the elective paper B.Ed 205 sustainable development and Environmental education and Guidance and Counseling which inculcates scientific temper and sustainable development it takes within the budding teachers. various value based programs are conducted throughout the year such as personality development program, Constitution Day, Democratic day. Etc.

We give flexibility to the students to choose their electives as per their choice. We have the paper BED 210 i.e., Basics of research which gives opportunity to students to solve their problems of teaching and learning issues , social issues and challenges.

Our college offers the choice to elect the subjects BED205 irrespective of their graduation subjects.

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

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Academic Bank Credit (ABC)

In this academic Year we have registered for the Academic Bank Credits.

Orientation about Academic Bank Credit (ABC) :

In the orientation program IQAC has taken Initiative to register for Academic Bank Credit (ABC) as a part of NEP 2020. We give orientation about the importance of Academic Bank Credit (ABC) for students and tell them about the benefits of Academic Bank Credit (ABC) .Institution has taken varied initiatives for registering for Academic Bank Credit (ABC) . Firstly, the institution provided a Demo video of the Academic Bank Credit (ABC) . Facilitation for Academic Bank Credit (ABC) Of Students.: We have Made Available the Computer Laboratory for Creating the Academic Bank Credit (ABC) of Every student. For Technical Support our Computer Instructor is made available to solve the queries of students regarding registration of Academic Bank Credit (ABC) .Creation of Academic Bank Credit (ABC) Account: For crating a Academic Bank Credit (ABC) first of all the students have to download the Digi locker app and in it they have to create Academic Bank Credit (ABC) account where student can see all his documents ie. marklist in one touch.

Benefits of Academic Bank Credit (ABC) :

This Academic Bank Credit (ABC) is helpful for the students as

.Students can assess their documents from everywhere across the globe.

- These documents are readily available in soft copy anywhere.
- Students can avail their credits for a particular course from any college.
- Students can take admission according to their choice and accessibility.
- Students get the benefits of Multiple entries and exit during the chosen program.

Good Practice of the institution pertaining to the implementation of Academic Bank Credit (ABC) in view of NEP 2020:

Our Institution IQAC has taken the initiative to create an Academic Bank Credit (ABC) account of every student in this academic year before filling the exam forms. We created the Academic Bank Credit (ABC) of B.Ed ,M.Ed ,DSM, B.Ed(

vacational), M.a Education students as a part of NEP2020 implementation.

### **17.Skill development:**

Teacher education course itself is a skill development course. These teaching skills are enhanced through various activities due to pandemic situations. All the activities are taken through online mode such as teaching skills are developed through microteaching, practice lessons, simulation lessons, technology based lessons, models of teaching, team teaching, Internship program,. Health education and Yoga promotes physical and mental fitness , Entrepreneurship skills are developed through the the varied information regarding various professions Cultural activities promotes cultural transmission and conservation of indian culture, which enhanced team spirit , public speaking confidence and enhances secularism.This develops varied social, communication skills and personality of Teacher trainees. Understanding of Self do SWOT analysis, self esteem,and know personality of themselves with Pros and Cons, Life skills, Interview Techniques, How to write CV and Bio data which is helpful for Professional Development. This enhances cognitive, affective and psychomotor Domain of each and every student directly or indirectly.

Research skills are developed through various Action Research done by the teacher trainees various skills like logical and critical thinking, problem solving, Perception of a situation as a whole, analytical and interpretation , decision making are developed.

Through open Course activities communication skills,and personality development is achieved. Through social Work we promote work culture. In pandemic situations students went home to home to bring awareness in their neighborhood regarding precautions of health and how to use sanitizers and masks. In this pandemic situation students' technological skills are enhanced and they use Technology while learning and teaching.

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

Appropriate Integration of Indian Knowledge System

In our College , the medium of instruction is marathi. As this College is situated in Maharashtra, the medium of instruction is marathi as it is a local language of communication. In the pandemic situation while teaching in online and offline mode . Mode of transaction was Marathi language.

The Institution Planned to train its faculties to provide classroom delivery in Bilingual mode in BED 205 where Science faculty subjects and Languages are taught in bilingual mode.

College runs Various Degree courses B.Ed, M.Ed, YCMOU B.Ed, DSM, and M.A Education which are of marathi medium. Some students' schooling is in English medium where the teacher promotes a Bilingual approach and fulfills students' needs.

Our Institution runs B.ED, M.Ed and Ph.D courses. All these courses are taught in Marathi medium which is a Vernacular language . On students' demand we teach the students in the English language . We teach English, Hindi, Marathi method and Content of these methods is taught in all the three languages i.e Marathi ,English and in Hindi . But many students' schooling is from their mother tongue so Bilingual language are used by faculty for the students' thorough understanding..

Institution preserve and promote Following :

Indian Ancient traditional knowledge is promoted through various activities.such as cultural programs: We ask the students to represent their culture through folk dance, folk music thus promote Indian Ancient Culture.

Indian arts such as Rangoli, Mehendi etc, is promoted by organizing competitions of it. And on every occasion rangoli is made. Indian culture is promoted through various traditional days celebrations.

In internship programs students represent their teaching skill through various teaching methodologies , personal skills such as adjustment, command over language, social skills such as relationship with students following customs and accepting Indian culture,intellectual skills,participating activities and thus promoting Indian Culture and traditions.

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



**Focus on Outcome Based Education (OBE)****Outcome**

B.Ed curriculum itself is an Outcome Based Education as its each and every competency is tested on spot during practical sessions itself. Each teaching Competency focuses on Outcome based Education as their performance is evaluated at each stage of course such as in Micro Teaching skill , Integrated Lessons, Practice lessons , Technology based lessons, Team teaching, models of teaching etc, each and every skill student have to acquire and teacher educator put efforts to develop these skills within the students thus emphasized Outcome based Education. For Practical experience of School life Internship Program is scheduled for 1 month and Four Months for B.Ed I and B.Ed II respectively.

College takes special efforts to capture the Outcome Based Education in Teaching learning process by re practicing each and every Teaching competency.

After completion of the teacher education program the student teacher will be able to apply their knowledge and competencies in several areas. They develop their teaching skills to fulfill the criteria to become a competent teacher according to NCTE.. Students analyze curriculum and are able to select appropriate teaching strategies according to their needs. Several students are applying for teachership vacancies and they are selected and now become teachers in high schools, +2 schools and private schools. They completely engaged themselves in the process of self directed learning through the use of innovative ideas. They completely organized themselves with subject knowledge. They also develop several life skills for themselves for successful establishment in the society. After becoming a teacher in any sector they contribute community service in society. They are able to develop the link between theory and practice.

**20.Distance education/online education:****Distance Education/ Online Education****Distance Education:**

Our College is the research center of Yashwantrao Chavan

National Open University(YCMOU) which conducts courses such B.Ed (Vacational), M.A.Education , Diploma in School management(DSM) regularly. Thus our institute offers various vocational courses through ODL mode in the Institution.

#### Online Education :

In this pandemic situation all the faculties upgraded their knowledge by doing online webinar, Faculty development programs to efficiently confront online teaching. Due to COVID the implementation of Curriculum based on Choice based Credit System of B.Ed I & II as well as M.Ed I & II year and all courses related activities are taken through online mode. College registered for G Suite to conduct online lectures and is convenient for the students. Various technological tools like google meet,Google classroom are used to deliver the lecture. The Micro teaching, Practice lessons, Internship Program and all other course related activities are conducted through google meet. The course related practicals and various curricular and co curricular activities are conducted online.

## Extended Profile

### 2.Student

2.1 407

Number of students on roll during the year

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

2.2 418

Number of seats sanctioned during the year

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

2.3 293

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

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

2.4 193

Number of outgoing / final year students during the year:

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

2.5 Number of graduating students during the year 193

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

2.6 407

Number of students enrolled during the year

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

#### 4. Institution

4.1 12

Total expenditure, excluding salary, during the year (INR in Lakhs):

4.2 80

Total number of computers on campus for academic purposes

#### 5. Teacher

5.1 23

Number of full-time teachers during the year:

## Extended Profile

### 2.Student

2.1 407

Number of students on roll during the year

File Description

Documents

Data Template

[View File](#)

2.2 418

Number of seats sanctioned during the year

File Description

Documents

Data Template

[View File](#)

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

File Description

Documents

Data Template

[View File](#)

2.4 193

Number of outgoing / final year students during the year:

File Description

Documents

Data Template

[View File](#)

2.5 Number of graduating students during the year 193

File Description

Documents

Data Template

[View File](#)

2.6 407

Number of students enrolled during the year

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

**4.Institution**

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	12
4.2 Total number of computers on campus for academic purposes	80

**5.Teacher**

5.1 Number of full-time teachers during the year:	23
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File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	No File Uploaded

5.2 Number of sanctioned posts for the year:	36
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**Part B****CURRICULAR ASPECTS****1.1 - Curriculum Planning**

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Our college Ad.V.H.College of Education is affiliated with Savitribai Phule Pune University Pune. The Curriculum of B.Ed. Course and M.Ed. Course is designed by SPPU, Pune from 2015.

B.Ed. Course and M.Ed. Course are two year duration with Choice based credit system. Strength of students for B.Ed. Course is 300 and M.Ed. Course is 100.

At the beginning of academic year staff meeting is scheduled and in that meeting as per the requirements of various departments academic calendar is prepared.

This academic calendar is divided in to teaching and practical based work, i.e. curricular, co- curricular and extracurricular activities.

Both B.Ed. Course and M.Ed. Course are run according to scheduled of academic calendar.

At the beginning of academic year, there is orientation programme about syllabus of B.Ed. Course and M.Ed. Course by head of department. Discussion about the curricular, co- curricular and extracurricular activities is done. In Orientation programme students are given detailed information about B.Ed. curriculum, time table of teaching learning process , practical ,Internship ,Guidance of lessons, gathering , different types of sports, Days etc. The academic calendar was modified as per the guidelines by authority.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni**

C. Any 3 of the above

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

<b>1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers</b>	<b>B. Any 3 of the Above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://mvpcloednsk.com/wp-content/uploads/2023/05/PLO-CLO_0001_compressed-1.pdf">https://mvpcloednsk.com/wp-content/uploads/2023/05/PLO-CLO_0001_compressed-1.pdf</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>1.2 - Academic Flexibility</b>	
<b>1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</b>	
<b>1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year</b>	
87	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	Nil
<b>1.2.2 - Number of value-added courses offered during the year</b>	
01	
<b>1.2.2.1 - Number of value-added courses offered during the year</b>	
01	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>	
46	
<b>1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>	



46

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

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

All of the above

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

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

0

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

0

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

### 1.3 - Curriculum Enrichment

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

B.Ed. and M.Ed. course curriculum provides opportunities to the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas. Teaching skill includes providing training and practices in the different techniques strategies and approaches. Professional skill includes different soft skills ,communication skill, interpersonal relationship, computers skill ,information and technology skill , time management skill , personality development skill, Time management, Work ethic ,Critical thinking, Problem Solving , Flexibility , Dependability, Teamwork skills, lifelong learning skill,Leadership, teamwork, self-awareness, empathy, and emotional intelligence, conflict resolution,problem solving skill. Orientation program and workshops are conducted for implementation of curriculum i.e. Content cum methodology lesson planning ,Demonstration and simulated teaching Constructivist approach ,Models of teaching ,Teaching aids.Intership gives the student teacher experience of teaching and learning process ,values and attitudes which requires the professional teacher .

B.Ed. and M.Ed. course includes co -curricular activities such seminar work, dramatization , Discussion ,Technology based interaction, practical work, written exams, research projects,

community work, yoga and communication activities ,open course activities and field work .These activities promotes holistic development of students.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Photographs indicating the participation of students, if any	<a href="#">View File</a>

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

B.Ed. and M.Ed. are professional courses relates to education. In the syllabus of both courses students are aware of development of different school system Different boards, Educational Contributors, Comparison of Teacher Education of India and U.K., U.S.A., Germany, China, Australia, Finland. Secondary and Higher Secondary Education in England, Finland, , USA, Australia, Japan. Assessment system and norms and standards are included in syllabus and there in assessment for learning features of state , National ,and international system of education with references to different boards , different educational scholars,Western Schools of Philosophy, Global Perspectives of Secondary and Higher Secondary Education, evaluation process. The trainee are oriented about the difference between the working of each board, SSC,CBSE,ICSE. The objectives, curriculum, textbooks, evaluation pattern, methodology of each type of boards of school education is taught to the students . Students are know the ancient education system such as Vedic,Muslim, Buddhist and Jain education .

Students are understood of Global Perspectives of Secondary and Higher Secondary Education. Comparing and contrasting the higher secondary education in England, Scotland, France, USA, Australia, Japan, Russia, China.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Our college is affiliated to Pune University. The college follows the guidelines given by the University. The distribution of the courses is prepared as per the experts.

Both B.Ed. and M.Ed. faculty members discuss about the content ie theory and practical of their respective courses.

In our college practical are carried out in a syllabus and an Academic calendar is prepared for it. also made in the schedule of the college. Faculties conducted the lectures in classroom and again some faculty members created videos, ppts and shared with students as well as shared you-tube video links. Various guest lecturers were also organized for the student for more information .The school internship, practical ,open course some co-curricular activities such as educational events was also conducted online. B.Ed. and M.Ed. students completed action research and dissertation. Faculty members prepares students for entering the profession, how prepare for interviews and how to make bio- data by the guidance which benefits the students to get jobs.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 1.4 - Feedback System

<b>1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI</b>	<b>Four of the above</b>
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File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

#### 2.1.1 - Enrolment of students during the year

407

##### 2.1.1.1 - Number of students enrolled during the year

407

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

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

200

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

279

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

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

03

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

03

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

The assessment of the B.Ed and M.Ed Students is mandatorily done through CET program ie. Common Entrance Test. The program is conducted by Maharashtra Government i.e StateCommon Entrance Test Cell, Maharashtra State (MAHCET). This common Entrance test is prepared scientifically to test the various teaching abilities, attitude, mental ability, General Knowledge, Teacher Aptitude and Logical ability of budding teacher. This exam is conducted in online mode and is conducted in Marathi and English language. Thus before the admissions students learning needs are assessed. Thus students are ready for taking the professional Education.

Our college takes special efforts to help the students to fill online forms and guide them regarding CET. All the services regarding admission are provided free of Cost.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs</b>	Six/Five of the above
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity</b>	Three of the above



File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.2.4 - Student-Mentor ratio for the academic year

1:14

#### 2.2.4.1 - Number of mentors in the Institution

25

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

### 2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

In this pandemic year the college was closed thus modes of teaching were changed from offline teaching to online teaching. Thus modes of learning were changed too. The varied modes of learning adopted by the institution are lecture method , discussion, seminar, project, self learning , online learning, assignment , multiple choice questions , practical work for lessons. B.Ed course is designed in such a way that it consists of theory and practice work. . Our institute adopts a Multiple mode approach to teaching -learning . Our teaching Competency ,II and III course needs participative, experiential learning

methodologies.

Various course related lectures were taken online through Zoom and Google meet. The Google meet timetable was scheduled for each class separately. Practice teaching and Internship program activities are taken online. Every student participated actively and took experiential learning, participative learning, problem solving methodologies, brainstorming.

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

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

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://classroom.google.com/c/Mzk3NzkyMTUzNDcw?cjc=2zch7hr">https://classroom.google.com/c/Mzk3NzkyMTUzNDcw?cjc=2zch7hr</a>
Any other relevant information	<a href="#">View File</a>

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

389

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	No File Uploaded
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

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

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

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

Our Collegetakes necessary effortsfor mentoring the students. We all work in a team to solve students' problems irrespective of their subject and wherever needed. In this pandemic situation the students were at home so if any problem arises they are solved accordingly by our faculty wherever needed.

We deal with student Diversity as our students come from various faculties such as arts, science and commerce. Their learning needs are different; they are solved by time to time mentoring.

Our faculty's behavior with the colleague is very casual and social thus their behavior with authorities is according to decorum. In this pandemic situation balancing with home and work stress is somewhat balanced according to the time table that was scheduled thus teachers are given somewhat liberty in lecture so they can teach in a hassle free environment.

In this pandemic teachers update their knowledge in online teaching with recent development in education by doing varied FDPs ie. faculty development programs , webinars , online seminars and workshops.

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

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

Four of the above

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

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

In our college we take special yoga classes for the students for their mental and physical health and wealth.. In these Yoga sessions various types of Yoga are taken online by our Sports teacher Dr. Anita Shelke . She took various types of Asana , pranayam. Dhyan dharna Which is beneficial for the students health and give them empathy and knowledge about using various life skills.

Our College also conducts Entrepreneurship online thus asking the students to prepare teaching material such as preparing the stencils for OHP and preparing the powerpoint presentation of their respective subjects. Thus they are asked to tell the importance of their products and are taught how to sell their products and convince the customers about their products . Now a days these skills along with the Life Skills should be inculcated in the students such as empathy , sympathy,convincing other people and adjustment should be developed within the students ,

Above activities have a positive impact on the teaching learning process.

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

## 2.4 - Competency and Skill Development

**2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include**  
**Organizing Learning (lesson plan)**  
**Developing Teaching Competencies**  
**Assessment of Learning Technology Use and Integration**  
**Organizing Field Visits**  
**Conducting Outreach/ Out of Classroom Activities**  
**Community Engagement**

Three/Four of the above

<b>Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)</b>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possibl	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</b>	<b>Four/Five of the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</b></p>	<p>Two of the above</p>										
<table border="1"> <thead> <tr> <th data-bbox="86 613 523 674">File Description</th> <th data-bbox="523 613 1394 674">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 674 523 741">Data as per Data Template</td> <td data-bbox="523 674 1394 741"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 741 523 920">Details of the activities carried out during the academic year in respect of each response indicated</td> <td data-bbox="523 741 1394 920"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 920 523 987">Any other relevant information</td> <td data-bbox="523 920 1394 987"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>	Any other relevant information	<a href="#">View File</a>			
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Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>										
Any other relevant information	<a href="#">View File</a>										
<p><b>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</b></p>	<p>Three of the above</p>										
<table border="1"> <thead> <tr> <th data-bbox="86 1420 523 1480">File Description</th> <th data-bbox="523 1420 1394 1480">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1480 523 1547">Data as per Data Template</td> <td data-bbox="523 1480 1394 1547"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1547 523 1682">Samples prepared by students for each indicated assessment tool</td> <td data-bbox="523 1547 1394 1682"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1682 523 1816">Documents showing the different activities for evolving indicated assessment tools</td> <td data-bbox="523 1682 1394 1816"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1816 523 1883">Any other relevant information</td> <td data-bbox="523 1816 1394 1883"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>	Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>	Any other relevant information	<a href="#">View File</a>	
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Data as per Data Template	<a href="#">View File</a>										
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>										
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>										
Any other relevant information	<a href="#">View File</a>										
<p><b>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</b></p>	<p>Three of the above</p>										

<p><b>Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</b></p>													
<table border="1"> <thead> <tr> <th data-bbox="86 551 523 618">File Description</th> <th data-bbox="523 551 1394 618">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 618 523 685">Data as per Data Template</td> <td data-bbox="523 618 1394 685"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 685 523 824">Documentary evidence in support of each response selected</td> <td data-bbox="523 685 1394 824"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 824 523 963">Sample evidence showing the tasks carried out for each of the selected response</td> <td data-bbox="523 824 1394 963"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 963 523 1032">Any other relevant information</td> <td data-bbox="523 963 1394 1032">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Documentary evidence in support of each response selected	<a href="#">View File</a>	Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>	Any other relevant information	No File Uploaded			
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Data as per Data Template	<a href="#">View File</a>												
Documentary evidence in support of each response selected	<a href="#">View File</a>												
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>												
Any other relevant information	No File Uploaded												
<p><b>2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event</b></p>	<p>Four of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 1491 523 1559">File Description</th> <th data-bbox="523 1491 1394 1559">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1559 523 1626">Data as per Data Template</td> <td data-bbox="523 1559 1394 1626"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1626 523 1809">Documentary evidence showing the activities carried out for each of the selected response</td> <td data-bbox="523 1626 1394 1809"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1809 523 1877">Report of the events organized</td> <td data-bbox="523 1809 1394 1877"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1877 523 1977">Photographs with caption and date, wherever possible</td> <td data-bbox="523 1877 1394 1977"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1977 523 2040">Any other relevant information</td> <td data-bbox="523 1977 1394 2040"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>	Report of the events organized	<a href="#">View File</a>	Photographs with caption and date, wherever possible	<a href="#">View File</a>	Any other relevant information	<a href="#">View File</a>	
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Data as per Data Template	<a href="#">View File</a>												
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>												
Report of the events organized	<a href="#">View File</a>												
Photographs with caption and date, wherever possible	<a href="#">View File</a>												
Any other relevant information	<a href="#">View File</a>												



2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	Four of the above
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

internship programs are properly scheduled in various schools of Nashik city. We take prior permission from the Headmaster of the school for taking internship in the respective schools. And give them details of our program. We divide all the students of every course in each school and one faculty member is the mentor of that school. We display the names of the students allotted to the respective schools And do orientation of the students for internship program And assessment of the students performance We gave batch wise assessment schedule and rating scales of the students. If at all any student has a problem regarding the accessibility to reach that school we change the school of that student so that he can attend his Internship program regularly. We take utmost care to have the students of all school subjects so that the internship program would be run easily in the schools also. For internship program we are display the schedule of the program one month before so that students can contact the school and prepare the lesson notes and get it checked by the respective faculty member priorly so that there should not be any hurdle while taking the lessons during the internship program.

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

**2.4.9 - Number of students attached to each school for internship during the academic year****2.4.9.1 - Number of final year students during the academic year**

146

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Seven/Eight of the above

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure

optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Our internship program is scheduled in such a way that it has a good morning train mechanism to ensure an optimal impact of internship in school. We have teacher educators in every school for conducting the internship program. this teacher educators observe the lessons, guide the students for taking various types of curricular and co curricular activities and act as a coordinator between the school headmaster, school teachers and Peers. Teacher educator is incharge of all the activities conducted within the school and he plans the successful implementation of internship program. Teacher educators give clear cut ideas to the school principal about their internship program and and as the principle to involve the interns in their school activities such as teaching, curricular Co curricular activities,And in evaluation process also. accordingly school headmaster make available the periods for teaching and take help of this B.Ed internship students in their school activities.The internship activity is plant in such a way that school teachers also have to observe the lessons of B.Ed teachers and give them feedback at the same time they have to guide the B.Ed students for preparing the lesson note of the respective subjects. In an internship program peer group Has equal importance for successful implementation of internship program as they have to observe the lessons of their Peers. all the activities during the internship program are conducted by the cooperation of all the peers within the group.

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

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

Four of the above

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

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

Four of the above

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

## 2.5 - Teacher Profile and Quality

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

23

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
English translation of sanction letter, if it is in regional language	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

23

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

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

23

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

427

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words  
 1. In house discussions on current developments and issues in education  
 2. Share information with colleagues and with other institutions on policies and regulations

Our College we took online Staff Academy to acquaint the faculty with new trends in education. Our College faculty is very

accretive to new changes in education field. In this pandemic situation maximum of the faculty attended short term, refresher courses and webinars to upgrade them according to changing scenario. In this pandemic we all prepared the Multiple Choice Questions for all the courses of B.Ed and M. Ed . As the mode of examination was changed from written examination to multiple choices Examination. Our Faculty proficiently Prepared all these MCQs.

The entire faculty Members upgraded themselves from classroom teaching to online teaching through Google meet. We took varied efforts to successfully conduct online lectures.

Our College also prepared G suite account for successfully implementation of the online lectures. All the time tables are prepared on the calendar and all Google meet are scheduled in this account and online lectures are conducted.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.6 - Evaluation Process

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

In the beginning of academic year each faculty gives guidelines of internal work in M.Ed criteria's to every students. Under each course tutorial, practical, library notes, written tests are conducted. Thus evaluation of each and every course is taken time to time.

Under B.Ed course,2 tutorial, practical, 1 preliminary internal exams are conducted. from time to time and students theoretical knowledge is tested . For B.Ed 106,107, 2 practicals are asked to write there is no tutorial for it.

All the course related practical's evaluation is done time to time as this is a skill based course so students performance is evaluated as soon as students performance is evaluated by the peer and by the mentor .

This period is covid period, so presentations are done in online and offline mode.

Research proposal guidance given online to students .online presentations of students taken students are given online and offline guidance.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Four of the above

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

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

Orientation was organised by College Examination Officer (COE) Dr. M.A.Bhadane and exam committee members. All detailed

instructions regarding examination was given to students and all the doubts regarding the exams were solved by the Principal and examination Department through online mode. From time to time after evaluation of the paper, tutorial, and partials teachers discussed the student's performance and solve their problems virtually through Google meet.

No written complaint received during the academic year. If at all any minor problems was faced by the students they were solved by Examination Grievance Redressal cell. This mechanism of Grievance Redressal related to Examination is Adhered efficiently by our College..

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

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

In the Beginning of the academic year academic calendar for the examination is are prepared and tentative schedule of all the course related practical, tutorial, and preliminary examinations is prepared . Our College examination officer take almost care to abide by the schedule prepared. The Internal evaluation of the entire course related Practicals, tutorials, and preliminary examination is done by the faculty members who teach the respective subjects. After evaluation of practicals, tutorials, preliminary examinations the marks are conveyed to the students and necessary suggestions are given. At the end of the academic year consolidated internal marks are displayed on the notice board and students are given the consolidated view of their total internal marks. If at all any query is there it is solved.

## 2.7 - Student Performance and Learning Outcomes

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

Teaching learning process is adhered to according to Program



Learning Outcomes PLOs and CLOs Course Learning Outcomes. Our College conducts B.Ed and M.Ed Courses. We had a prescribed curriculum affiliated with Savitribai Phule Pune University Pune. For B.Ed Course we have 12 courses for each year. These courses are designed in such a way that it develops minimum knowledge, Psychology, teaching and learning techniques, pedagogies of teaching and learning, evaluation system, use of ICT, teaching Competencies. All these course learning outcomes are developed through practicals and teaching and are Evaluated from time to time. And at the end university result depicts the Course Learning Out come through the students results.. Our B.Ed and M.Ed is always above 95 % results which tells cent percent learning outcomes,

Program learning Outcomes are adhered through overall development in the students as their Personality is developed as a trained teacher It develops teaching Competencies in the students and prepare them for career and as a citizen. Our program related outcomes are adhered Cent percent as it is seen from the employment of the students. B.Ed course develops the students soft skills which is important for students overall development as a citizen.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Result sheet for each year received from the Affiliating University	<a href="#">View File</a>
Certified report from the Head of the Institution indicating pass percentage of students program-wise	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Progress in student performance on Learning tasks is recorded in transcript form through various modes such as Their lesson notes, their tutorials, practical, preliminary examination their performance is assessed through their written documents and verbal feedback is also given by the faculty and their peer. The Learning tasks is recorded through Student satisfaction survey, feedback forms for parents, employers survey, self appraisal. At the end of every academic year after declaration of the results before taking the mark sheets students are made mandatory to fill the feedback form and Student satisfaction survey Report to monitor the PLOs and CLOs for further improvements.

These feedback forms give a clear cut vision of students taking further education or using their knowledge and becoming professionally independent and getting employment.. After filling of the Student Satisfaction Report It is assessed by the Principal and communicated to respective Faculties , teaching and non teaching Staff for further improvement.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 2.7.4 - Performance of outgoing students in internal assessment

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

187

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

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

**The assessment Task and the performance of the Student Reflect their initially identified learning needs.**

The students at the entry level come by passing the B.Ed CET examination which clearly depicts the Learning needs of the students.. In the starting of the course itself they are not acquainted with Communication and teaching Skills, personality development, child psychology, management and administration of school organization, various pedagogies . They are not able to speak or teach properly, they lack confidence and are not able to communicate properly. But after adhering to the B.Ed and M.Ed course they have command over the teaching competencies, child psychology, evaluation and Administrative skills as well as their personality has flourished remarkably which is useful for their personal and professional Development. They are eligible for employment as a trained teacher.

After doing B.Ed and M.Ed they are now eligible to teach as Primary and secondary teachers and they are professionally developed. Thus earn their livelihood by adhering these courses.

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<b>2.8 - Student Satisfaction Survey</b>	
<b>2.8.1 - Online student satisfaction survey regarding teaching learning process</b>	
<a href="https://mvpcloednsk.com/wp-content/uploads/2023/05/SSS2021-22_compressed.pdf">https://mvpcloednsk.com/wp-content/uploads/2023/05/SSS2021-22_compressed.pdf</a>	
<b>RESEARCH AND OUTREACH ACTIVITIES</b>	
<b>3.1 - Resource Mobilization for Research</b>	
<b>3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year</b>	
00	
<b>File Description</b>	<b>Documents</b>
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded
<b>3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)</b>	
00	
<b>File Description</b>	<b>Documents</b>
Sanction letter from the funding agency	<a href="#">View File</a>
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded
<b>3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing</b>	One of the above

<b>research circle / internal seminar / interactive session on research</b>	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports</b>	One of the above
File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded
<b>3.2 - Research Publications</b>	
<b>3.2.1 - Number of research papers / articles per teacher published in Journals notified on</b>	

**UGC website during the year****2**

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

**3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year****1**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	No File Uploaded

**3.3 - Outreach Activities****3.3.1 - Number of outreach activities organized by the institution during the year****3.3.1.1 - Total number of outreach activities organized by the institution during the year****02**

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

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

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

180

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	No File Uploaded
Report of each outreach activity with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

280

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

280

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

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

#### Report on Tree Plantation

On World Environment Day, our college organized an event on tree plantation. Our principal Dr.Borse Sir and all staff, students were present in the college ground. The principal guided students on how to sow seeds and plants. Teachers also participated in that event to help students. Principal started the event by planting the first sapling in the corner of the garden.

As soon as we completed our goal of tree plantation, there was a debate competition among the students on the topic, '' How we can keep our climate clean ?''

In the end, the principal addressed and thanked teachers and students .

#### Report on Blood Donation Camp

Blood Donation Camp were being organized regularly especially in our college. The activity was undertaken under the guidance of Prin- Dr .C.M.Borse and Dr .S.J.Patil. The camp took place in the playground of the college. The function started around 9 o'clock in the morning. First year and second year students of the College participated in this . To watch over the entire process and to collect the blood ,a team of five doctors were put in charge. After the principal thanked and appreciated everyone present in the camp.



File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded
Report of each outreach activity signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

00

File Description	Documents
Data as per Data Template	No File Uploaded
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

### 3.4 - Collaboration and Linkages

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

00

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

00

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

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

02

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

<b>3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest-literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges</b>	One/Two of the above
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

<b>INFRASTRUCTURE AND LEARNING RESOURCES</b>
<b>4.1 - Physical Facilities</b>
4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words
<p><b>Details of augmentation in infrastructure facilities during the year</b></p> <p><b>Procedures and policies for maintaining and utilizing</b></p> <p><b>Physical facilities: The College infrastructure committee headed</b></p>

by the Principal looks after the development, maintenance and utilization of the College physical facilities..

**Computer Laboratory:** There are two computer laboratories in the College. One is for Students and another is for faculty..

**Psychology laboratory:** It is maintained by the Psychology department. The lab is used as part of the undergraduate program.

**Library:** The Library Advisory Committee with the Principal as the chairperson and librarian as member secretary along with two senior faculties. The committee members tackle all issues relating to the smooth and efficient functioning of the library.

**Sports Department (indoor and outdoor):** The College has a standard ground where outdoor sports activities are held. The college also has an indoor stadium for badminton, Chess, etc.  
**Classrooms:** Some classrooms are equipped with the required teaching audio visual system.

**Seminar Hall:** Seminars, workshops, lecture sessions are also conducted in these rooms. Grade IV staff are given the responsibility to keep the classrooms clean as well as Checking of fans, teaching aids etc in the classroom are done regularly.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

7

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

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

10.69

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

#### 4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

##### Library:

Institute has adopted automation of library using LMS- Software . Institute has e-campus, automation version 2.5.0.6. It has main 7 Modules. Out of 7 library management module is for automation of library i going on. Library management module includes 11 submodules i.e. Book masters, circulation member, subscription periodical, stock verification, Book-self, Book-recommendation , Reading hall, report & search.

In book master there is records of newly purchased books. In circulation, module there is functions of issue, return, review, lost missing, withdraw, write-off, etc. In stock verification module there is 4 submodules i.e. Book information, bookstock states, verify stock and pending stock verify.

In report module , there is generation reports i.e.preparing I-card, preaparing Bar-code, etc. In search module, includes OPAC, using OPAC a library serventcan searchthe required books. According to author, subject, department,types of book, language, & issues

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

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

NA

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

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

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

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

0.25

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

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

22

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	<a href="#">View File</a>

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

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

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

### 4.3 - ICT Infrastructure

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

Institute updates its ICT facilities including WiFi. Institute has a separate spacious fully air-ventilated, air-conditioned. Computer Lab. In computer lab there is 75 new computer systems. Each system has a fully internet facilities with 100mbps speed. Institute has Wi-Fi facilities in office area only & principals-cabin. Wi-Fi connection is regularly updated time to time . sometimes most of the students uses the WI-FI Facilities. technology based practicals are conducted by computer expert teacher in ict laboratory within week according to timetable.there are ten modules in savitribai phule pune university B.ED.Two Year general course syllabus.technology based lessons conducted in ict lab. studens prepared power point presentation for technology based lessons.ict lab is updated regular basis in a year.each year new pcs are added.

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

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

4:1

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

<b>4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:</b>	<b>D. 50 MBPS - 250MBPS</b>
<b>4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit</b>	

File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

#### 4.4 - Maintenance of Campus and Infrastructure

##### 4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

10.69



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

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

#### Procedures and policies for maintaining and utilizing

**Physical facilities:** The College infrastructure committee headed by the Principal looks after the development, maintenance and utilization of the College physical facilities..

**Computer Laboratory:** There are two computer laboratories in the College. One is for Students and another is for faculty..

**Psychology laboratory:** It is maintained by the Psychology department. The lab is used as part of the undergraduate program.

**Library:** The Library Advisory Committee with the Principal as the chairperson and librarian as member secretary along with two senior faculties. The committee members tackle all issues relating to the smooth and efficient functioning of the library.

**Sports Department (indoor and outdoor):** The College has a standard ground where outdoor sports activities are held. The college also has an indoor stadium for badminton, Chess, etc.  
**Classrooms:** Some classrooms are equipped with the required teaching audio visual system.

**Seminar Hall:** Seminars, workshops, lecture sessions are also conducted in these rooms. Grade IV staff are given the responsibility to keep the classrooms clean as well as Checking of fans, teaching aids etc in the classroom are done regularly.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="https://mvpcloednsk.com">https://mvpcloednsk.com</a>
Any other relevant information	No File Uploaded

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

**5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning**

Three of the above

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

**5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable**

Nine or more of the above

File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</b>	<b>B. Any 3 of the above</b>
File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	No File Uploaded
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded
<b>5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)</b>	<b>Two of the above</b>

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

## 5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
25	171

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

21

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

11

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

### 5.3 - Student Participation and Activities

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

Student council is active and plays a proactive role in the institutional functioning. All council members present at every meeting of students welfare. Cultural representative handled all responsibility of gathering. Trip or picnic head manage all responsibility of picnic. He collects money, take follow up of students and motivate to all. General secretary of council handle all internal activities and control all students. Head of sports take sports activity on ground. Co-ordinator of field visit always take prior permission of specific schools and conduct the field visits. He helps in planning of block-teaching, practice lesson planning.

Sr.No.

Name of Student

Designation

1

Chaudhari Dattatray Hiranman

G.S

2

Bobade Archana Prakash

Ladies Representative

3

Dange Swati Haribhau

Head of Cultural Department

4

Gangurde Ganesh Maujilal

Head of Sport Department

5

Gangurde Rohini Arun

Co-ordinator of Field visit

6

Kapdnis Rahul Sanjay

Head of Picnic Department

File Description	Documents
Copy of constitution of student council signed by the Principal	<a href="#">View File</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View File</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

19

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

### 5.4 - Alumni Engagement

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

Alumni Association support for the college development. Members suggest new ideas, innovations for improvement in teaching. For the improvement in Administration, members give ideas, activities. They also help in solving grievances of students.

Alumni Association give funds such as books. They also give career guidance to B.Ed. Students. They guide regarding interview technique. Their intension and expectation is all round development of students. They suggest various classes or courses for future career. Help in competitive exams study also.

**Alumni Engagement:**

The Institute has a Alumni Association for building strong bond between alumni and present students. The alumni give support to the students through interaction, financial funding, guidance and placement. The mission of the Alumni Association is to foster a mutually beneficial relationship between the Institute and its alumni. Every year Alumni meet is arranged whenever necessary.

**Objectives of the Alumni association:**

- To provide and disseminate information regarding their its graduates, Faculties and students, to the alumni.
- To initiate and develop programs for the benefit of the alumni.
- To assist and supporting the efforts of the Institution in obtaining funds for development.
- To serve as a forum through which alumni may support and advance the pursuit of academic excellence at the Institution.

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

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

All of the above



File Description	Documents
Documentary evidence for the selected claim	No File Uploaded
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	No File Uploaded

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

01

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Alumni Association acts as an effective support system to the institution in encouraging students as well as recognizing, nurturing and furthering any special talent in them. For example, so many students do study of competitive exams like MPSC,UPSC,SET,NET,PET OR TET under the guidance of alumina students.

Yes, Alumni Association acts as an support system to the institution in motivating students. Members of Alumni motivate students for a good professional job. They guide for career Guidance. Members of Alumni guide teachers for professional

growth.

They Organize lecture series for career development. In it,they explain new opportunities, jobs to students. Students as well as teachers are asked to take Higher Education. Members of Alumni guide for interview technique.

M.Ed. alumina has given Online or Regular classroom lectures of MED -308- Inferential Statistics Subject to fresher.

alumina had help for making objectives and syllabus of open course like "Personality Development"

also Organization of various activities other than class room activities by alumina like field visit, practice lessons, educational trip or career guidance center visit etc.

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

**Vision-** Ours is an aspiring Institution dedicated to prepare globally competent, performance oriented and committed teacher community by providing excellence in knowledge, skills and research.

**Mission -**

- To avail academic and practical training for teacher trainees.
- To develop quest for knowledge and excellence among the

teacher trainees through the efforts of institution and stake holders.

- To develop teaching skills, life skills and undertake activities for community orientation.
- To assist teacher trainees to be mentally as well as culturally united by inculcating national values.
- To enhance them to be independent and globally competent through effective teaching learning and research activity.

The College focusses on imparting quality teacher training to develop globally essential skills and competencies among the students. It is helpful for their all-round development. Performance oriented and committed teacher community is created by providing excellence in knowledge, skills and research. This is achieved by providing the students proper exposure through various curricular and co-curricular activities. The students get required training in the College through orientation programme, micro teaching and other types of lessons, different modes for classroom teaching and other various activities. The efficient leadership, participation of the faculty members and students help in achieving the vision and mission successfully.

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

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

For the smooth functioning of the College decentralization is very important that automatically involves participation of all the members in the College that makes everyone feel responsible. Various departments in the College show the decentralization. These are the part of its organizational structure. All these departments include a head and some faculty

members. They work according to the specific objectives to accomplish the vision, mission and goals of the college. Such distribution of work shows that the College has followed decentralization and participative management.

The organizational structure (the uploaded document) shows that the College Development Committee and the IQAC play a vital role in the decentralization and participative management.

The Principal plays an important role in planning all the activities by forming departments, providing necessary guidance to the departments to excel in their tasks, getting feedback, monitoring the progress and evaluating the success of all the activities.

HODs, teaching, non-teaching staff, students, all work efficiently. They plan, implement and evaluate different programmes with the help of principal. Various departments in the College include IQAC, exam department, Cultural Cell, Grievance Redressal Cell, Alumni Association, Sports and Research Cell etc.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

There are three dimensions of the administration of the MVP institute. Transparency is one of them. The functioning of following matters will reveal how transparency is maintained in the College.

**Financial Aspect** - The college uses the Tally software for Finance and account works. The College conducts internal and external financial audits every year. The College accounts are maintained regularly. The details of income and expenditure are subject to internal auditing. The audit is done twice in a year. Both internal and annual audit is done by CA R.S. Baste and Company, Nashik.

**Academic Aspect** - It consists teaching learning, practicals,

various course related activities and evaluation. The academic calendar is prepared in the beginning of the academic year. These academic activities are executed by proper planning and timetable. Classroom teaching is done with the help of different modes of operation. Planning and timetable differ from time to time as per the requirement.

**Administrative Aspect** -It includes IQAC activities, admission, scholarships, attendance, salary and other financial transactions, examinations, results, etc. which are monitored by periodic meetings and feedback. The fee structure, admission process and other aspects are adhered to the norms and guidelines of Maharashtra Govt, NCTE and SPPU, Pune.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

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

The institutional strategic plan is effectively developed by following its vision and mission and then it is deployed. The principle calls the staff meetings and discusses various strategies and guides the heads of respective cells to plan the activities for proper deployment. It includes teaching learning, practicals, evaluation and other co-curricular activities. The following activity will make it clear in what way the strategy was used for proper deployment.

**Title of the activity:** Internship Programme

**Strategy:** Internship Programme is an integral part of the B. ED. Course. In the academic year 2021-2022, the Principal guided the faculty members about the internship programme by conducting meetings.

The planning was done by the head of the internship programme and imparted guidelines to the whole staff. The student-teachers were oriented for various lessons to be taken, activities to be planned and conducted and other co-curricular and

extracurricular activities in the internship.

#### Deployment:

The students were divided in various groups and sent to different schools. Each group had one faculty under whose guidance the group worked as per the stipulated time allotted in the syllabus. Necessary counselling was provided to the students as and when required. The entire internship programme was completed successfully.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://mvpcodnsk.com/wp-content/uploads/2023/05/Internship-upload_compressed.pdf">https://mvpcodnsk.com/wp-content/uploads/2023/05/Internship-upload_compressed.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

For effective management, the College has an elaborative organizational structure. In it, the Mother Institute is a governing body which works through College Development Committee. The Principal is the head of the College under whose guidance overall academic and administrative work is done in the light of IQAC. There are different statutory bodies in the College under IQAC viz. exam department, Cultural Cell, Grievance Redressal Cell, Alumni Association, Sports Cell, Research Committee etc.

Admission - The admission for the B.Ed. course is given as per the norms, rules formulated by NCTE, CET Cell, State Government of Maharashtra and Savitribai Phule Pune University.

Examination cell - The examination cell of the college is very efficient. It also does all the evaluation process with help of faculty members and therefore the results are consistently very good. Various faculties contribute at Univ. level as paper setters, chair persons, examiners and moderators for different subjects.

Research Centre - The College has a Research Centre and total

75% faculty members are Ph.D. guides of SPPU, Pune. Many students are pursuing Ph.D. under their able guidance.

Cultural Cell - Various cultural programmes and extra-curricular activities are arranged in the College for the students.

File Description	Documents
Link to organogram on the institutional website	<a href="https://mvpcloednsk.com/index.php/organogram/">https://mvpcloednsk.com/index.php/organogram/</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	No File Uploaded
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

Proper distribution of the work and effective monitoring is done by forming various bodies or committees for overall development of the College. The decisions are based on the discussions in the regular staff meetings. The minutes of the meetings are maintained for the reference. In the academic year

2021-2022, various types of lessons in the Course BED-109 were conducted in the Microteaching groups. Staff meeting was called for this and the heads were guided to plan and prepare time table for the same. The time table was prepared and the notice was circulated along with it to give guidelines to implement this programme. Some faculty members were allotted the responsibility to impart overall theoretical and practical knowledge about the lessons of different models of teaching by lecture and demonstration of the same. The students understood the concept, theory and the demo of them, also discussed their queries with their guide teachers. They prepared the lesson notes, obtained proper guidance and conducted the lessons. They also conducted technology based and team-teaching lessons along with these lessons as a part of the Course BED-109.

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

### 6.3 - Faculty Empowerment Strategies

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

The management has initiated different welfare measures for the teaching and non-teaching staff. They are as follows :

Welfare measures for Teaching and Non-Teaching Staff -

1. Employee's welfare Fund: Teaching and non teaching staff is benefitted by this.
2. Group Insurance :Nominal amount for LIC is cut from the staff's salary.
3. Medical Check Up : Medical check up facility for every employee is available in the Medical College of MVP institute every year.
4. Nashik District College Teacher's Cooperative Society: Loan



facility at very low rate of interest (7%)for the employees. The facility of exemption from repayment of the loan is given if any employee passes away.

5. MVP's Sevak Sahakari Society: Loan facility at very low rate of interest (7%) for the employees. The facility of exemption from repayment of the loan is given if any employee passes away.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

00

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

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

00

File Description	Documents
Data as per Data Template	No File Uploaded
Brochures / Reports along with Photographs with date and caption	No File Uploaded
List of participants of each programme	No File Uploaded
Any other relevant information	No File Uploaded

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

01

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

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

A performance appraisal system is an integral part of any Institute. Our College uses a detailed proforma for performance appraisal to judge the performance of the teaching and non-teaching staff which is generated by the Mother Institute. I This Assessment Report which is filled in annually has following three parts-

Part A (Teaching Staff)- It deals with the educational qualifications, teaching activities, Contribution at Univ. and College level, Contribution in research work, NAAC work and in co-curricular and extra-curricular activities in the College.

Part A (Non-Teaching Staff)- It deals with the educational qualifications, duration of Service, remarkable work done in the year and self-evaluation of the own work.

Part B (Teaching Staff)- Remarks of the Head of Department are included in this part.

Part B (Non-Teaching Staff)- Remarks of the Report Head are included in this part.

Part C (Teaching Staff)- This part is filled in by the Principal confidentially. It focuses on teaching learning, Research, Extension, overall efficiency, behavior and attitude towards academic work etc.of the employee.

Part C (Non-Teaching Staff)- This part is filled in by the Principal confidentially. It focuses on physical, mental ability, cooperation, grasping ability, obedience, overall efficiency, behavior, etc. of the employee.

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

#### 6.4 - Financial Management and Resource Mobilization

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

The institution conducts internal and external financial audits every year. The College accounts are maintained regularly. The details of income and expenditure are subject to internal auditing. The audit is done twice in a year. Both internal and annual audit is done by CA R.S. Baste and Company, Nashik.

In the academic year 2021-2022, no objections regarding audit are raised. in this process.

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

#### 6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

00

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

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

Our College is the aided College affiliated to S.P.P.U., Pune. B.Ed. and M.Ed. programmes are offered by the College. Out of these, B.Ed.programme is granted and M.Ed.programme is non granted (e. g. self-financed). The College gets financial support from the government. The College does not mobilize financial resources through donations. A separate sheet is uploaded herewith to show the mobilization and utilization of funds.

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

## 6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

.

**IQAC plays a vital role in institutionalizing quality assurance strategies. In the academic year 2021-2022 it has played its role in the following ways-**

**i) In the beginning of the academic session the Academic Calendar is prepared and accordingly the academic activities are conducted.**

**ii) Creation of Academic Bank Credit (ABC): IQAC has taken the initiative to create an Academic Bank Credit (ABC) account of every student in this academic year before filling the exam forms of B.Ed ,M.Ed ,DSM, B.Ed( vacational), M.A Education students as a part of NEP 2020 implementation.**

**iii) Extension Activities : College is the Center for YCMOU. It offers Vacational B.Ed, DSM certificate Course, M.A. Education. Many of the faculties contribute to the successful implementation of the courses .**

**iv) Online Feedback forms are prepared & given to the students, stakeholders, Faculty Parents, etc and necessary action was taken by the principal. Feedback forms are analyzed for further improvement.**

**v) Research Guidance: College has a research center. Research guidance is given to M.Ed and Ph.D students from time to time. All the research guides take active participation in promoting the research work of the Research Center.**

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

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

To fulfil the stated vision and mission of the College various aspects are included in the present B.Ed. curriculum. Whenever the curriculum is modified it is discussed in the staff academy and necessary suggestions are made. While allocating the teaching responsibilities, the subject knowledge and competencies of the faculty are taken into consideration by the Principal. For the effective teaching learning process, the College has provided adequate resources like well-equipped classrooms with LCD projectors, library, internet, computer lab, science lab, technology lab, language lab etc. Proper time table is prepared by the respective committee. The Principal himself supervises and imparts guidance for various teaching learning activities such as micro teaching, various types of lessons, internship and daily teaching activities.

In the academic year 2021-2022, all the teaching-learning activities were conducted as per the timetable. For micro teaching and other types of lessons, students were imparted proper demos and guidance. The internship programme was full of practical knowledge of various school activities. All of these activities were supervised and monitored by the Principal.

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

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

05

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

<b>6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF</b>	All of the above
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://mvpcodnsk.com/wp-content/uploads/2023/03/All-2021-22.pdf">https://mvpcodnsk.com/wp-content/uploads/2023/03/All-2021-22.pdf</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://mvpcodnsk.com/wp-content/uploads/2023/05/AQAR-2020-21.pdf">https://mvpcodnsk.com/wp-content/uploads/2023/05/AQAR-2020-21.pdf</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

The College is now on the verge to face 4th cycle of NAAC. After Nov. 2016 up to April 2022 the points of improvements in the College are as follows:

1. Enhancement in the College library was done by making new cupboards and other furniture,
2. The College library was enriched by adding new reference books and other books.
3. The whole College Campus was made to be observed under CCTV surveillance for overall supervision and safety.
4. Efficiency of Research Centre is enhanced as the number of Ph.D. admissions increased as per the increased number of Research guides.
5. MOUs: For the collaboration with other Colleges, our College has formed MOUs with MVP's School of Fine Arts, Nashik and Ashoka Education Foundation's Ashoka College of Education, Nashik.
6. All the classrooms were equipped by LCD projectors so that teaching learning has become effective.
7. Water purifiers at every floor were set up for the students.
8. A good quality sound system was purchased which was required for daily assembly and other co-curricular and extra-curricular activities.
9. Additional required Sports equipments were purchased.
10. Solar power system was established in the College as a part of sustainable development.



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

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

This college has strength 300 student teacher. In SPPU affiliated college, it is one of the big college for teacher training. So we are fullfilling need of the student as per the requirement of university & NCTE. Today's era is ICT. University cosidered ICT as a theory & practical subject. We have well equipped computer lab with LAN & Internet. Also we are using computer and related peripherals for adminiatriative work. We have required energy resorces for physical facility for fans, tubes, water cooling system. We required continuously electrical system. So me time Loadshedding also arises due to constraints of electricals board. Break of electrical current creates lot of problem in day to work of problem in T-L process & administrative work. So we are beaware of it. Since we have purchased ups for saving of work which student & teaching - non teaching staff. Also we have purchased the generator to continuous flow of electricity. These are our alternative resources.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

In this age there is explosion of population. Our college has much strength of student teacher. Also Various open university courses. Matimim student are using paper for writin & submission of their work, also in student training period papers are used

lot for rough work and other various purposes. So much rough paper be come waste in each year. Also sum previous journal, some subject related charts which are on card sheets. We are implementing procedure by following wass

I) We are

- 1) collecting all used & rough paper.
- 2) collecting are used subject related charts.
- 3) Collection of previous journal/ Project.
- 4) Used teaching aids.

II) Serching of needy people / institutes for wastage material.

III) Giving these material for their noble work.

Such type of strategy we are adopting for the management of waste materials. Now we are giving waste paper's for pulp to used statue making purpose by performing arts college our mother institute.

We are selling waste material and purchasing the things that we have required.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Three of the above

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

**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**

Three of the above

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

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

This college is very neat & clean.. The peon of college comes & before hours & making campus clean.. Also we have grass cutter machine. The grass cutter machine is used for cutting he excess growth of grass a plants . In month two times we are cutting the grass of our college daily watering the plants & trees. Same times changing the soil of plants and for proper growth giving good fertilizer. There trees branches & pale leaves fall down, collecting in pit ,the back side of campus. We buried there leaves in this section. And it cavects in to fertilizer. B.Ed. Student teacher organizing 'Swachhata Abhiyan' & making college building and campus neat & clean.

Our college recruited Special person for cleaning toilet of gents and ladies. And paying Rupees 3500/- per months as a honorium salary. The above person daily cleaning toilet by dettol & phenyl. Also hand wash solid & liquid soap used to woth hands.

Our college is situated at the bank of Godavari & also away from main street i.e. is 500 m away from it. Also no industrial zone around us means campus is totally free from air & noise pollution

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

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

Four of the above

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

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

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File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

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

Our college is always sensitive and emphatic towards social, environmental and community problem and Student Development department take initiative for it. The college is willing to nurture a healthy environment for which different programs like tree plantation are organized. India is a country of multi ethnic culture where people belonging to religious, racial, cultural and lingual identities live together harmoniously. So to maintain an inclusive environment and to give environmental awareness and knowledge about resources and community practicality is very necessary to the students. We tries to maintain harmony and try to create good religious, racial, cultural and lingual identities among students. Most of the students taking admissions in the college are local and belong to the nearby places and other districts of Maharashtra. Each and every students along with faculty members are fully involved in the national developmental activities, national festivals, awareness rallies and government and non-government campaigns.. The college regularly organizes different activities for inculcating the values of tolerance, harmony towards cultural diversities. These activities have a very positive impact on society's cultural and communal thought directly. The college thereby celebrates Independence Day, Republic Day, Gandhi Jayati, Rashtriya Ekta Divas every year with great honor and respect.

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

**7.1.9 - The institution has a prescribed code** C. Any 2 of the above

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

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

## 7.2 - Best Practices

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

**Best Practices : 1) Nagrik Suraksha Mulbhut Program- (2021-2022)**

### Objectives

**1) To create awareness regarding social contribution among student teacher.**

**2) To Prepare Student teacher as a Voluteers for civilian safety.**

3) To give training teacher of self defense technique.

#### Process

Our college organised civil defense training program in collaboration with government of maharashtra's Nagari Sanrkshan Dal, Nashik about self security in day to day life & manmade disaster management.

#### Benifits

- Student teacher -

- 1) become happy because of knowledge about safety.
- 2) especially female teacher satisfied.
- 3) fills proud & self actualization.
- 4) will handle critical situation.

Best Practice - 2) Academic Bank Credit (ABC)

#### Objectives

- 1) To give orientation about ABC (Academic Bank Credit) to Student teacher
- 2) To Provide Facilities required for ABC to the Student teacher.
- 3) To Help Student teacher for the creation of ABC

#### Process :

We given orientation & training about the importance of ABCfor students with software.

#### Benifits \

- Students can avail their credits for a particular course from any college.
- Students can take admission according to their choice and accessibility.
- Students get the benefits of multiple entries and

exit during the chosen program.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 7.3 - Institutional Distinctiveness

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

#### Institute Distinctiveness

MVP's college of Education is working as per decided vision , mission & goals . Also we are organizing different activities which are useful to novice teacher. And our effort is to make them global competent teacher. In our day to day life man made disaster are arising. And it is important to cope up such a type of problem. Means it is responsibility of each & every people to protect from these disasters for civilian. It is protection of people, the environment and property against all kinds of natural and human created disaster. Our college putforth steps against such issues. College preparing student teacher for preventing where possible, and mitigating the effects of disasters. We have focused on the principles of emergency operation like prevention, mitigation, preparation response and emergency evacuation & recovery. Also college has focused on cleanliness. We are gradually college building and campus making clean & pollution free. Such a activity organizes our social service department. We are doing plantation every year. It is beneficial to society also i.e. contribution in removal global warming like issues. Due to some knowledge & skill based program of safety net lady Teacher can work in community by self actualization.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	No File Uploaded
Any other relevant information	<a href="#">View File</a>



