



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution	
	Citizen Welfare Education Society's Dr. Manzoor Hasan Ayyubi College of Education
• Name of the Head of the institution	Dr.Ansari Shahid Lateef Mohd Iqbal
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02554230348
• Mobile No:	9273210688
• Registered e-mail ID (Principal)	dmhacollege@yahoo.com
• Alternate Email ID	hamdam15890@gmail.com
• Address	Sr.No 224,plot No 124,Guruwar ward,Islam Nagar
• City/Town	Malegaon
• State/UT	Maharashtra
• Pin Code	423203
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	Urban				
• Financial Status	Self-financing				
• Name of the Affiliating University	Savitribai Phule Pune University				
• Name of the IQAC Co-ordinator/Director	Waghmare Varun Harishchandra				
• Phone No.	02554230348				
• Alternate phone No.(IQAC)	02554230348				
• Mobile (IQAC)	9028467850				
• IQAC e-mail address	hamdam15890@gmail.com				
• Alternate e-mail address (IQAC)	ayyubijaveed@gmail.com				
3.Website address	http://bed.citizencomplex.com				
• Web-link of the AQAR: (Previous Academic Year)	http://www.citizencomplex.com/bed_college/naac-2023/AQAR%20SUBMITTED%20REPORT%202020-21.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://www.citizencomplex.com/bed_college/naac-2023/Acadmic%20calendar%202021-22.PDF				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	80	2004	16/02/2004	15/02/2009
6.Date of Establishment of IQAC			09/07/2012		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	

8.Whether composition of IQAC as per latest NAAC guidelines	No	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	No File Uploaded	
9.No. of IQAC meetings held during the year	03	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	No	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	No File Uploaded	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>Staff / Faculty were encouraged to do some innovative steps towards teaching learning process All the departments and Staff members are motivated to participate and organize workshop. Celebrate maximum days and events Suggestions made for the improvement in the infrastructure as per the requirement. As per the regional needs the proposals of new short time certificate courses</p>		
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
Planning of Academic Activities and development of Academic Calender	Academic Calendar 2020-21 was developed
To purchase more computers	One computer and one laptop are purchased
To Plan Two Online lecture series from in every month	Online teaching learning started
To focus more on research-based teaching	The college made compulsory every student to active participation in research-based activity
To enhance the quality of teaching and learning process and use of online platforms	It is decided that the faculty members will use Google classroom platform a free learning management system and zoom platform will be continued for supporting and enhancing the quality of teaching-learning process. WhatsApp group created
To encourage teachers to organize and participate in webinar seminar conferences and workshops.	2 webinar and workshops conducted.
To maximize the use of ICT in teaching	Staff started using ICT

13.Whether the AQAR was placed before statutory body?	No
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<ul style="list-style-type: none"> Name of the statutory body
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Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

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Year	Date of Submission
2022	24/12/2022

15. Multidisciplinary / interdisciplinary

The Institution is affiliated to Savitribai Phule pune University. The University adopted the CBCS pattern from 2017-18. As per the CBCS pattern, the university offers several self-learning and value based non CGPA courses of interdisciplinary nature. 'Personality Development' and value-added non-credit courses for First year students of all disciplines. 'Environmental studies' for second year students and 'Indian Constitution' as well as 'Interview and Presentation skills' are noncredit courses for final year's students of all disciplines.

16. Academic bank of credits (ABC):

As per the National Education Policy 2020, the Academic Bank of Credit (ABC) is going to implement by the university to facilitate academic mobility of students. Our institute also adopting the policy guidelines for the appropriate credit transfer. The Institute has been following the pattern of CBCS adopted by the university. The university has informed the institute about the necessary action for implementation of ABC. The faculties of our institute instructed the students regarding the same. The University is likely to conduct the workshop/ for implementation of ABC.

17. Skill development:

The institute has adopted a policy to run skill development programmes for the overall development to achieve the requirement of 21st century skills in the world. Our institute was running English communication and personality. Journalism in Urdu language and calligraphy for Urdu and English language These skill-based courses were successfully completed last year Our institute has completed the following skill development programmes. 1. English spoken and communication skills
 2. calligraphy in Urdu and English language 3. Journalism in Urdu language We are also interested in developing new skill development programs for the upcoming years.

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

Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) The institute actively engaged in spreading the rich heritage of our country and

traditional knowledge in the fields of arts, literature and culture. We adopted three language systems for running the programmes of B.Ed. and M.Ed . We use English as an international language, Hindi as the national language and Urdu as the regional language. We specialize Urdu, Hindi and English literature. All the Humanity subjects are taught in bilingual mode i.e Marathi and English. To preserve and spread Indian culture and tradition we organized various activities such as traditional day celebrations, Mehndi, Singing, and Various festivals and Urdu language day etc.

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

Focus on Outcome based education (OBE):Focus on Outcome based education (OBE): Our institute has adopted the CBCS pattern of Savitribai Phule pune University for B.Ed. M.ED Course. As per CBCS guidelines, the university provided well-constructed syllabus for all the programmers. The university also displayed outcomes in the form of objectives of the courses and programmes. We discuss with the student regarding the course and program outcomes at the end of the academic year. We verify these outcomes by various attainment

20.Distance education/online education:

Distance education, or distance learning, is a field of education that focuses on pedagogy, technology, and learning systems that aim to provide education to students who are not physically present at site. The Distance Education system came into existence with the objective of bringing students who are far away from the education, students who are employed, women who are housewives or students who are employed in the Indian Army who are not able to pursue traditional education.This education system allows such students to find convenient time to study without interfering with their already busy schedule. One can study after work, in the middle of the night or during weekends. Learning materials and instruction can actually be obtained online at any time. Realizing the need of the time, our institution also started graduation and post-graduation courses study center through Yashwantrao Chavan Open University since 2005 and distance Undergraduate and postgraduate education is provided to the students of B.A. M.A. through this study center.

Extended Profile

1.Student

2.1

50

Number of students on roll during the year		
File Description	Documents	
Data Template	View File	
2.2		50
Number of seats sanctioned during the year		
File Description	Documents	
Data Template	View File	
2.3		24
Number of seats earmarked for reserved categories as per GOI/State Government during the year:		
File Description	Documents	
Data Template	View File	
2.4		50
Number of outgoing / final year students during the year:		
File Description	Documents	
Data Template	View File	
2.5	Number of graduating students during the year	50
File Description	Documents	
Data Template	View File	
2.6		50
Number of students enrolled during the year		
File Description	Documents	
Data Template	View File	
2.Institution		
4.1		603211
Total expenditure, excluding salary, during the year (INR in		

Lakhs):	
4.2	19
Total number of computers on campus for academic purposes	

3. Teacher

5.1	15
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	No File Uploaded

5.2	15
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

The Institute is affiliated by Savitribai Phule pune University to Institute implements the curriculum prescribed by the Savitribai Phule Pune University. The CBCS pattern has been implemented by the University for B.Ed. and M.Ed since 2018-19. For Effective Curriculum Delivery In the beginning of Academic Year, the Principal conducts a meeting with the Head of the departments to discuss the preparation of the Academic Calendar, curriculum planning and documentation. As per the direction of the Principal, Head of the departments discuss and allots workload amongst faculty of the concerned departments. The Time Table committee collects the workload from Department Heads and prepares the Time Table. Faculty of all departments prepare their teaching plans by making optimal use of available resources, classes are conducted according to the time table

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	No File Uploaded
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
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	D. Any 2 of the above
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File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	No File Uploaded
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

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

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

1.2 - Academic Flexibility

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

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

09

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

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

0

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

01

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

0

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	No File Uploaded
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

One of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
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

05

File Description	Documents
Data as per Data Template	View File
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.

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

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

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

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 - 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

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
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

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 In the curriculum there is one month internship program and for the second year there is Four months internship program have planned. The institution has been arranged program in various schools. During this program students have engaged themselves to conduct Block teaching and other curricular activities which keeps interconnected to the various learning engagement. Short research activity also completed in this program under the Basics of research.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI

Three of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected
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File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	No File Uploaded
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

50

2.1.1.1 - Number of students enrolled during the year

50

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
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

20

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

30

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

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

0

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

0

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

2.2 - Honoring Student Diversity

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

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. In our Institute students get entry from CET cell centralized admission process. DMHA College of Education provides personalized attention to every student while taking admission Student's self-introduction programme-within 15 days after admission principal conduct student's self-introduction programme. Skills, strength, weakness, Hobbies special achievement, oral communication test- of student's etc. information taken through Students self-introduction programme. Beginning, voice, language, Body Language, Confidence, Logical flow and enthusiasm, attire and appearance etc. factors observe and evaluate In oral communication test by professors. Course wise academic support provided to the students in the content paper by the professors. Faculty members organized activities for the advanced and slow learners .Poster making session, Book show, Geography Day celebrations ,Science Day, Seminar, power point presentation etc.activities organized for learners for enhancing knowledge

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

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

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	One of the above
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

1:8

2.2.4.1 - Number of mentors in the Institution

08

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File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
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.

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. The main function of teaching is to make all round development of the students. The learning process is incomplete as a without teaching. So, teaching and learning are closely related to each other. Learning is made more student-centric through a combination of old and new methods of teaching. In order to motivate the students beyond the scope of theoretical knowledge various student- centric learning methods like experiential learning, problem solving, workshops, seminars, group discussions, institutional visit, internship etc. have been adopted by the institution. Different student support systems are available in the college that help students to enhancing knowledge.

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Link to LMS	N/A
Any other relevant information	No File Uploaded

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

50

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

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

One of the above

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

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

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 Mentoring is essentially about extending necessary support to build in confidence and help the students to achieve all round development of the personality. There is Systematic Student Mentoring System followed by the institution. 5 guidance and counselling Cell Groups are formed 4 for B.Ed. and 1 for M.Ed.) and approximately 10 students are assigned to a faculty member at the commencement of the program. Mentors meet their students and guide them with their studies and extracurricular activities. They also provide advice relating to career guidance and personal problems. Parents of the students are timely informed wherever the necessity arises such as lack of attendance, poor academic performance and psycho-social problems. It manages student personal information, academic performance, participation in Curricular and Co-curricular activities and employment information.

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

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

Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students The College puts continuous efforts to enable its students to realize their potential and evolve as leaders and transforming agents of society. Some of the methods and approach through discussions, guest lecture, social service activity, field visits to encourage greater participation and interactive learning. These visits offer a practical knowledge and develop empathy among the students. Role plays to make students step out of their comfort zone and to develop interpersonal skills. And make them realize their social duties.

File Description	Documents
Documentary evidence in support of the claim	View File
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 Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

One/Two of the above

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

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

Two/Three of the above

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback	One of the above
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File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	Three of the above
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File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	Three of the above
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	Two of the above
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File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	Four of the above
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File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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 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 DMHA College of Education places significant emphasis on the systematic essential planning for internship program. The following points describe the college efforts in organizing the internship program: 1. Selection of Schools for Internship: teaching

methodologies. 2. Orientation to Students Going for Internship: Students are provided with information about the specific school they will be interning at, including its infrastructure, and academic practices. This ensures that interns are well-prepared and have a clear understanding of their roles and responsibilities during the internship. Defining Role of Teachers in the Internship:

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

50

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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

Seven/Eight of the above

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

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

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. DMHA College of Education adopts an effective monitoring system during internship to ensure the optimal impact of the interns' experience in schools. The monitoring mechanisms involve the active participation of 1. Teacher Educators: Teacher educators from Institution play a crucial Vital in monitoring the interns' progress. They regularly visit the schools where the interns are placed and observe their teaching practices. Teacher educators provide constructive feedback, guidance, and support to the interns based on their observations. 2. School Principals: School principals play important role in monitoring the interns' performance and progress. They provide valuable feedback and mentorship to the interns. Principals also coordinate with the college to address any concerns or provide additional resources for the interns' development.

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

2.4.12 - Performance of students during internship is assessed by the institution in

Three of the above

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)

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

Three of the above

File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
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

15

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

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

03

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

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

15

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

15

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

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

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 DMHA College of Education, the teachers are devoted to enhancing their professional skills and knowledge by organizing lectures of experts Renowned experts, researchers, and experienced educators are invited to share their insights, expertise, and experiences with the teaching staff. The topics covered during these lectures span a wide range of subjects, including new trends in education innovative teaching methodologies, curriculum design, educational technology integration, assessment strategies, classroom management techniques, and more. By actively participating in these lectures, teachers stay active in latest educational theories, strategies, and best practices. This continuous professional development ensures that they provide a high- quality education that meets the evolving needs of their students. Ultimately, the efforts put forth by the teachers and the college administration contribute to the overall academic excellence of DMAH College of Education.

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

2.6 - Evaluation Process

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

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 DMHA college of education follows continuous internal evaluation norms of affiliating university Savitribai Phule Pune university. The college conducts continuous internal evaluation as per academic Calendar and as per Annual Institutional plan of action time to time for B.Ed. First year Course 101 to 1112 B.Ed second year 201 to 212. B.Ed course 101,102,103,104,105,106,107 and 201 to 205 for continuous Assessment student teacher completed three activities during the year. Activity one Practical, activity two was internal written exam and In activity 3d was choice biased. Student selected any one from following list 1, MCQ 2.Quies, 3.presentation, 4 Field visit, 5.Project 6.Seminar 7.Group discussion, 8.Tutorial 9.Assignment. B.Ed first year course 108

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

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

<p>2.6.3 - Mechanism for grievance redressal related to examination is operationally effective</p> <p>Mechanism for grievance redressal related to examination is operationally effective Complete transparency in the internal Examination and evaluation. The assessment criterion adopted is as directed by Savitribai Phule Pune University. In the institution Internal evaluation committee has constituted for the solved the grievance related to Internal examination and internal evaluation work of students. Principal of the college, Head of the examination department of the college, Head of the internal moderation, IQAC Coordinator etc. Internal evaluation committee member takes decision about student's grievances. No Grievance raised by students regarding examination The internal written exam schedules are</p>

prepared and communicated to the students. Examination is conducted in the presence of supervisors. Evaluation is done by the concern course professors within three days from the date of exam. The checked answer sheets of the students are distributed to the students for the verification by the students and any grievance is redressed in the class immediately.

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

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

The 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. Before the commencement of the year, semester, Savitribai phule University notifies an academic calendar for all the courses and programmes. DMHA college of Education follows the calendar issued by Savitribai Phule University. The institute prepares academic calendar BY faculty members. Institute Academic Calendar of event, activities includes details likes. Core courses, Optional Courses, Elective Courses theory ,Course related practical and Continuous Comprehensive Evaluation activity, Teaching Competency I,Teaching competency II,Teaching competency III, Teaching competency IV, Teaching competency V, Reading & Reflecting on text, Understanding self,Drama and art in Education, open Course, other Activities like Teachers day programme, Mahatma Gandhi birth anniversary programme,world teacher day programme, Extra mural activity, Programme,Geography Day programme, Republic day progrmme, national days ,Staff meeting, IQAC Meeting Guidance and Counseling Group meeting, Diwali Vacation.

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

2.7 - Student Performance and Learning Outcomes

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

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. Teachers and students are aware of the stated Programme and course outcomes of the Programme offered by the institution. Programme Outcomes and course specific outcomes has systematically stated by the institution. Syllabus of B.Ed. and M.Ed. course provides clear information about the learning outcomes of different courses. Programme outcomes provides the students to opt from courses, which are offered to expand the knowledge of the students and to initiate them into interdisciplinary fields. Teachers spell out the learning outcomes in the classroom at the beginning of each semester and session. Thus, students are made aware of course/programme expectations at the very commencement of the teaching-learning process. The Student Satisfaction Survey (SSS) is also another instrument by way of which the college takes feedback on the extent of student attainment of learning outcomes. Thus, college employs multiple channels to make students and teachers aware of learning outcomes of courses and programmes.

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

2.7.2 - Pass percentage of Students during the year

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

2.7.3 - The progressive performance of students and attainment of professional and personal attributes

in line with the PLOs and CLOs is monitored and used for further improvements

The 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 Attainment of Programme outcomes and course outcomes are evaluated by the institution. Program and Course outcomes, as evinced by NAAC have been designed for students and other stakeholders. They aim at making the students ready and equipped with knowledge and skill sets required for future. Evaluation of outcomes serves the institution as an effective tool for introspection and improvement. The students are made aware of these during the Orientation Programs for the new students as well as at the beginning of every semester. Students are guided with required mentoring so they achieve the desired outcomes. Evaluation of the stated outcomes is carried out using multiple assessment methodologies. It is carried out regularly during routine teaching, and periodically through internal assessment and finally through evaluating the University results.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

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

50

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

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified

learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

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 performance of students on various assessment tasks can provide insights into how well their initially identified learning needs are being addressed. Here are a few ways in which the performance of students on assessment tasks reflect the extent to which their learning needs are being catered to: 1. Progress Monitoring: Regular assessments allow educators to track students' progress over time. By comparing their performance on different tasks, teachers can identify areas where students have made improvements or where further support is required. 2. Individualized Instruction: Assessments can help teachers tailor their instruction to meet students' specific needs. 3. Feedback and Adaptation: Assessments provide valuable feedback to both students and teachers. Students receive feedback on their strengths-weaknesses, identify areas for improvement.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

http://www.citizencomplex.com/bed_college/naac-2023/STUDENT%20SATISFACTORY%20SERVEY%202021-22.PDF

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	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	No File Uploaded
Any other relevant information	No File Uploaded

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	Two of the above
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File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

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

0

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

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

0

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

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

01

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

01

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	View File
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

30

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

30

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

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

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. DMHA College of Education had organized a community outreach program on 18.08.2021. The main focus of this program was to reach the 'Unreached' part of a community. The objectives of this program are:- 1. FACE MASK DISTRIBUTION 2. RATION KIT DISTRIBUTION To carry out the same a total of 15 student teachers from the college carried out the program. The first activity took place at RAJA NAGAR and distributed 200 masks Through this covid awareness was spread. Activity 2 The college is located in slum area the teachers distributed ration kits to needy people in corona when people facing economic crises . . The objectives of this activity were:- 1. To motivate students about helping others 2. To encourage students and parents continue donation to poor 3. To share the pain of others 4. To promote harmony.

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

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

0

File Description	Documents
Data as per Data Template	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

0

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

0

File Description	Documents
Data as per Data Template	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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

One/Two of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words The institution has super infrastructure for quality teaching -learning. It is maintained and upgraded time to time and enhance its quality to serve teacher trainees in the remarkable manner. The infrastructure of the institution is well- maintained. Classrooms: The classrooms are very huge with capacity of hundred students and are also utilized for seminars workshops, day celebrations, and lecture series. Laboratory: the institution is equipped with the science laboratory and other special rooms such as the computer room and the educational technology room. Computing facilities: There are 15 computers available in the institution. The ICT tools are regularly used by all student teachers and staff members. The institute keep upgrading infrastructure by the authority

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
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

1

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	N/A
Any other relevant information	No File Uploaded

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

603211

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

NIL

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	NIL
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

NIL

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

One of the above

File Description	Documents
Data as per Data template	View File
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)

15248

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

10

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	NIL
Any other relevant information	View File

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

None of the above

File Description	Documents
Data as per Data Template	View File
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

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 Number of Computers And Internet:

Institution is well equipped with ICT facilities and wi-fi connection. There are 15 computers available in the institution with LAN and internet connection for teaching and non-teaching staff and students. In those 5 computers are for faculty. 7 computers are available for administrative use. And 02 computers are exclusively for students use. Other than this two Laptops are available for faculty use. Institute is having internet broadband connection having 100 mbps bandwidth. For wi-fi connection plan is renewed after every six months.

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

4.3.2 - Student – Computer ratio during the academic year

5:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

E. < 50 MBPS

File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
Any other relevant Information	No File Uploaded

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

One of the above

institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	View File
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)

0

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

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

Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words Institute has well maintained infrastructure for extracurricular activities. Cultural Activities: Our Institute has

seminar Hall for conducting various cultural activities. Institute has developed one of its classrooms with all facilities required for cultural programme and various workshops and seminars. Sports field and fitness center: Our institution has a huge playground which is shared with the institution for annual sports competitions and outdoor games. Our institute has playground for kho- kho, and other outdoor games. The institution has super infrastructure for quality teaching -learning. It is maintained and upgraded time to time and enhance its quality to serve teacher trainees in the remarkable manner. The infrastructure of the institution is well- maintained.

File Description	Documents
Appropriate link(s) on the institutional website	http://bed.citizencomplex.com
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

One/Two of the above

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

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	Seven/Eight of the above
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File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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. Any 3 of the above
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File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Two of the above
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File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

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

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Number of students placed as teachers/teacher educators	Total number of graduating students
15	50

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

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

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

18

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
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)

0

File Description	Documents
Data as per Data Template	No File Uploaded
Copy of certificates for qualifying in the state/national examination	No File Uploaded
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 Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words The institute has SRC (Students representative counsel) Each SRC member allotted represent the students. The regular meetings of SRC are conducted with teachers and principal feedbacks are taken from the students about curricular and extracurricular activities. General secretary of students' representative for the class he presents his views and feedback for the better execution of the activities.

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

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Reports of the events along with the photographs with captions and dates	No File Uploaded
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	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/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 The college regular invites its alumni and take feedback for better teaching learning process, The alumni also contribute in events and days celebration

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

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

One/Two of the above

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

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

0

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

The college regular invites its alumni and take feedback for better teaching learning process, The alumni also contribute in events and days celebration

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Institution's vision- To shape the ideal teachers those who can serve the community and nation as well . All-round development of competent and committed professionals to meet the challenges of 21st century. Mission - 1. To prepare efficient, competent, committed teacher educators' administrators and researcher. 2. To provide opportunities and facilities for the all-round development of teacher trainees. 3. To develop sensitivity towards emerging issues in the changing society. 4. To create awareness in teachers' trainees about the modern trends in education. The institution has remarkable history to provide quality education renowned trust have

a glorifying history of 35 years in the field of education. This trust having education from KG to PG f the weaker section of the people The management and the principal together work towards the implementation of the Institutions quality. The college is governed through various bodies and committees such as IQAC, Overall, the environment of the college is based on the equality and democracy, with the help of these values' college runs smoothly and efficiently.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution 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

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

The institution follows decentralization and participative management by the formation of various departments and committees for the smooth functioning of the college. The overall in charge of the institution is the management. The principal overlooks the day-to-day functioning of the institution by planning activities forming various committees. Provides responsibilities to the in charges, coordinating Between various stakeholders administrating the process Progress and implementation of the assigned tasks etc. Maintaining accounts of all, to look after all expenditures and planning the budget are also a part of the principal's responsibility. Human resources are divided into three categories i, e. teaching, nonteaching and students. Maximum efforts are put in by the faculty to ensure high quality education and efficiency. The Decentralization and participative management are practiced by the forming various Departments. The micro teaching program conducts in the college is carried out smoothly by dividing the students in smaller groups with one professor in charge for the particular groups. The internship program is also conducted in a similar decentralized way. besides different groups are created for social

service, cell diaries intel practical etc where the groups have the flexibility to select the method of functioning to achieve the goal. The smooth functioning of every single aspect of the institution finds its roots in the well organized and decentralized structure

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
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.

For maintaining the transparency and honesty in financial, Academic, administrative and other functions every year college prepare its budget which is put forth in front of the college development committee according to the decisions taken in the college development committee the further plan is executed. All the receipts were given to the students who paid the fees of the course for maintaining the transparency in financial matters. For academic transparency all mark list are displayed on the notice board for the students and if they have any queries the staff members resolve their queries. The college reaches the University to moderation committee pune for maintaining the transparency in academic matters of the students. This committee verify the internal work of the students and give its report to the college and university Annual audit is done to maintain the transparency in financial matter. Regular college development committee meeting is conducted for the smooth functioning of the college

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

6.2 - Strategy Development and Deployment

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

At the beginning of the academic year various committees and departments are formed, to chalk out the strategic plan of events and activities, which will support the growth and development of the institution. Regular meeting is taken about the implementation and outcome of the prospective plans. This has been achieved through the development of action plan and following initiatives were taken At the beginning of the Year library committee was formed and one professor in charge was given the responsibility of the library committee in charge.Meeting was conducted regarding the budget for purchasing the books.The librarian collected the titles of the books and journals from the faculty and the departments. Budget was sanctioned in college development committee. About 60 books were purchased It was made available for the accession to the student and the teacher. The strategic plan has been prepared after detailed discussion with the staff member.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	NIL
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Our college DMHA College of Education is governed by Higher Education Department of Maharashtra government.The administration of DMHA college of education Malegaon is the responsibility of the principal, who is wholly accountable to the department of Higher Education.The organizational structure of the college consists of the Management the principal teaching staff, non- teaching staff and the students. The management of the college active in decision-making. The management body of the college which meets at least two times in a year to discuss issues related to finance infrastructure, faculty recruitment and the matter related to the overall development of the college. Staff Academy: -Regular meetings are held for the effective planning and implementation of the program like teaching learning academic administration curricular and co-curricular activities. The college also has Internal Quality Assurance Cell IQAC the IQAC plays the vital role for monitoring the internal quality of the Institution.

File Description	Documents
Link to organogram on the institutional website	NIL
Documentary evidence in support of the claim	View File
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	Three/Four of the above
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File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	View File
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

NIL

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

6.3 - Faculty Empowerment Strategies

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

Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

DMHA college of Education offers the following welfare schemes for all its employees. 12 days of casual leave are provided to teaching and 8 days for non-teaching staff. Duty lives of maximum days to the teaching staff are provided to attend various orientation refreshes courses training programs. as per the government rules. T.A.D.A is also gives to the teachers.

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

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

0

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.

0

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Copy of Course completion certificates	No File Uploaded
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.

NOT APPLICABLE

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

Internal or /and external both financial audits regularly done by the college There are two main types of audits External audits, Internal Audits and Internal Revenue Service audits External audits are commonly performed by Certified Public Accounting firms. Audit procedures to obtain audit evidence can include inspection, observation, confirmation, calculation, re-performance and analytical procedure, often in some combination, in addition inquiry. Accounts General Audit are conducted in the college. All the matters are processed as per the list given by the AG while completing the audit process of the submission. Statutory audit and Internal Audit are appointed Tally backed up and required files are provided to auditors. Balances sheet, Income & Expenditure and Schedules finalized by Statutory Auditor are submitted to Charity Commissioner and Income Tax Department.

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

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

0

File Description	Documents
Data as per Data Template	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.

The college runs on self-finance At the beginning of every financial year, requirements of the College Office, all the departments, Library and various cells are submitted to the principal. The principal then calls a staff meeting at the beginning of the academic year A budget is prepared and submitted to the management. The Accounts section of the College maintains all records of income and expenditure to ensure financial transparency. All accounts of funds received and spent are audited by Chartered Accountant.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
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 has promoted quality in the Institution at various levels for better academic and administrative support and functioning. IQAC is using free software such as WhatsApp to communicate with our stake holders; College has created various class wise WhatsApp groups, the academic plans, time- tables, schedules of various activities, instructions, guidelines, standard operating procedures, Lesson and

Internship planning, and so on. The IQAC is using free platforms effectively rather than using costly ERP. Google forms are used to collect the data from the student-teachers and other stake holders, such as online feedback forms, optional forms such as choices for elective subjects, second method and third method. The student-teachers are also sharing photographs of various college programs on WhatsApp, Google Classroom; the student-teachers are uploading their WhatsApp groups , IQAC initiatives are Teachers creates academic plans and WhatsApp group to communicate the students 1. College participated in social cultural activities 2. IQAC celebrates days and events.

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

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

The institution reviews its teaching- learning process, structures And standard of education. learning outcomes at periodic intervals evaluate through IQAC the incremental improvement in various activities - IQAC plays dynamic role in reviewing and implementing reforms in teaching-learning time to time through a proper system as mentioned below: Review of Teaching, Learning, and Evaluation in monthly meetings Teaching plan and Diary, mentors dairy Feedback from stakeholders collected, analyzed and action taken by heads and the report is displayed. Academic Administrative Audit: To track the functioning of the Institution on various parameters IQAC supports to maintain the standard of education with Research, Consultancy & Extension - Minor Research Projects, Field Projects, Internships, institutional visits, Paper presentation, Publication, Consultation, and Professional development programs. Blended Teaching and Learning integrated with ICT:

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

04

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

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

Two of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	NIL
Link to Annual Quality Assurance Reports (AQAR) of IQAC	NIL
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	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

NOT APPLICABLE

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

- 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. The institution makes effort for energy conservation by reducing the consumption of energy and using less of an energy service. Saving Energy - The Institute Building has adopted passive design principles. The building is designed & constructed in such a way that saves energy. The big walls of the building are wide enough to keep internal climate controlled. It minimizes the unwanted heat gain. There is no requirement of Cooler or AC In the institute. The institute uses minimum energy. Use of LED bulbs/ power efficient equipment. The college management has provided following facilities in conserving the energy and power efficient equipment Master Switches for each Room to shut down power of entire room when not in use.

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

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

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. Implementation of waste management Dry and wet garbage is collected in separate bins. Which then disposed of on weekly basis. Lesser is the Wet garbage so segregation is easy. There are separate bins placed for Dry and wet garbage.

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

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

Two of the above

File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	One of the above
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File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

NOT APPLICABLE

File Description	Documents
Documents and/or photographs in support of the claim	No File Uploaded
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	Two of the above
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Green landscaping with trees and plants

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	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)

NIL

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

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
Locational Knowledge & Resources: DMHA College of Education is centrally located in the city. DMHA College of Education with nearby Commute points like NEW Bus stand, OLD Bus stand, Post office, Historical monument FORT OF MALEGAON, HILL STATION DMHA College has its entrance three entrances. CCTV cameras are mounted at the entrance and inside the institute building for higher security. The

college has sports ground and it is utilized by external

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

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

C. Any 2 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	No File Uploaded
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	No File Uploaded
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

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

Practice1- Expert Lecture series Objectives of the Practice-

1) To arrange online offline Lecture to aware the students to contribution quality education. 2) To aware the students, teachers, scholars, educators about current educational need. Purpose of the practice- Experts lecture series is organized by the DMHA of Education to get aware about the various social skills Best Practice

2- Books Discussion to promote social harmony among students
 Objectives of the Practice- To enhance the critical thinking among the students to promote social harmony among students

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

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words
 The College emphasizes the need to mainstream the marginalized and weaker sections of students to ensure justice and equity in society and promote them in higher education .The Mission is to steer the education it offers not only towards the pragmatic goal of employability, but also to build a life of the mind and sensitize and orient its students to the service of the community, in the quest for a better life for society and the world that we inhabit.

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	View File