



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution	
MAKANUR MALLESHAPPA COLLEGE OF EDUCATION	
• Name of the Head of the institution	Dr. K. T. Nagaraja Naik
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	08192264512
• Mobile No:	9449649684
• Registered e-mail ID (Principal)	mmceedn@gmail.com
• Alternate Email ID	mmce.iqac2014@gmail.com
• Address	Makanur Malleshappa College of Education, Anubhavamantapa, Davangere - 577004 Karnataka State
• City/Town	Davangere
• State/UT	Karnataka
• Pin Code	577004
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	Urban				
• Financial Status	Grants-in aid				
• Name of the Affiliating University	Davangere University, Davangere				
• Name of the IQAC Co-ordinator/Director	Dr.Santhosh Kumar R				
• Phone No.	7019813467				
• Alternate phone No.(IQAC)	08192 264512				
• Mobile (IQAC)	7019813467				
• IQAC e-mail address	mmce.iqac2014@gmail.com				
• Alternate e-mail address (IQAC)	mmceedn@gmail.com				
3.Website address	www.mmbeddvg.com				
• Web-link of the AQAR: (Previous Academic Year)	https://mmbeddvg.com/iqac-cell/				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://mmbeddvg.com/wp-content/uploads/2023/08/Academic-Calendar-2021-22.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	2.76	2016	19/01/2016	18/01/2021
6.Date of Establishment of IQAC			10/07/2014		
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	Yes	
<ul style="list-style-type: none">• Upload latest notification of formation of IQAC	View File	
9.No. of IQAC meetings held during the year	2	
<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?	Yes	
<ul style="list-style-type: none">• (Please upload, minutes of meetings and action taken report)	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none">• If yes, mention the amount		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
Students and staff have gained knowledge about protection of environment in day to day life.Students and staff members are benefited by practice of different types of yogasanas. Students understood the importance of citizenship training camp		
Students have exhibited their talents and skills in various activities. Students have participated and taken oath on unity in diversity Students have participated and raise the awareness about the values of sports like discipline, perseverance, sportsman spirit, teamwork,		
Students have understood the importance of Global Cooperation Protecting Life on Earth. Students and Staff members have participated in the Teacher conference and understood the various skills and competencies.		
Construction and monitoring of Activity calendar		
Preparing and sending the cases of faculty members promotion under CAS		
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
Preparation of the academic calender	both curricular and co-curricular activities were conducted in with the projected plan
Azaadi ka Amrut Mahotsav Essay , Patriotic songs and poster making competitions	Students have exhibited their talents and skills in various activities. Studnts have participated and taken oath on unity in diversity
National Day& Special Day Celebrations	As per academic planning 26th January - Republic Day 28th February - National Science Day 05th June - World Environment Day 14th April - Dr. B.R Ambedkar Jayanthi 11th August - Kargil Vijaya Divas 15th August - Independence Day Celebration 05th September - Teacher's Day 02nd October - Gandhiji & Shastriji Jayanthi 20th October -ValmikiJayanthi01stNovember - Kannada Rajyotsava 19th November - Gurunanak Jayanthi 22nd November - Kanakadasa Jayanthi On these days conducted a special lecturing programmes and enlightened the views and values of days celebration.
Placement drive	campus interview conducted by various schools

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

Name of the statutory body	Date of meeting(s)
Nil	Nil

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	05/01/2023

15. Multidisciplinary / interdisciplinary

This College is affiliated with Davangere University. The Davangere university has framed the design of the course having Multidisciplinary and Interdisciplinary approach. Multidisciplinary / interdisciplinary The Teacher Education and Teacher Educator Programs have been designed for all these approaches; the holistic development of teachers and teacher educators is our concentrated pathway to enrich all these programmes. Presently, Arts, Science, Commerce and Education are disciplines integrated for the purpose; so it is multidisciplinary; whereas courses like; Language Across Curriculum (Kannada and English), Art in Education (Music, Dance, Drama, Paintings, Drawing, model making, etc.) Physical Education is interdisciplinary, and above all these courses have a focal intention to integrate them for effective and efficient school education in particular and Education at wider perspectives. So this College is ready to implement NEP 2020.

16. Academic bank of credits (ABC):

Academic bank of credits this College is affiliated with Davangere University so it looking forward to guidelines from the statutory body.

17. Skill development:

At the College level general structure of synthesising skill courses are as under: a. ICT Skills b. Communicating Abilities c. Teaching Skills d. Skills for yoga and personality development

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

The prehistoric paragon of Indian Knowledge and Customs and Traditions have been transcended through courses like, Perspective in Education. Here, philosophy of Vivekananda, Tagore, Gandhiji, etc. have a place. Indian knowledge systems comprising traditional ways of learning are covered and well introduced across curriculum through the courses of education, philosophy, art, literature,

sciences, yoga and sports. Our B.Ed. Programme includes various components strengthening cultural identity, awareness, and uplifting societies are effective, in terms of enhancing understanding of cultural identity, language acquaintance and the perception of inheritance. Language across curriculum is introduced to ensure proficiency in Indian languages has been integrated well in various programmes offered at the College. The NEP 2020 is an initiative speaking both the intent and the content. Due to value-based existence, ancient practices succeeded in enduring the loss from the violence of time and found contemporary relevance and acceptance in the modern Era through the NEP 2020. This College is trying to sustain teaching-learning practices in effective shape through the Indian knowledge system. The rich Indian Cultural heritage is full of examples proving the significance of continual learning irrespective of any barriers of age or place for that matter. The modern problems and challenges are multidisciplinary in nature. Hence, across-disciplinary approach is required to solve them.

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

The teaching-learning process at this College has aims and objectives, so there has been a central vision as outcome based process. The twenty-first century is being regarded as the age of ICT, where preserving information and to assimilate is very easy, so there are specific outcomes of very specific teaching learning programmes. Our university has been offering very specific teacher education programmes where a very noble objective is set to achieve and that is to make such a teacher education programme which is globally viable and locally accepted

20.Distance education/online education:

Corona situation has instructed us for Online Education. It is also a need of the hour. This College has made effective use of Online Mode during pandemic. At present the College is not thinking about Distance Education.

Extended Profile

1.Student

2.1	165
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	80
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	22
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	93
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5Number of graduating students during the year	93
File Description	Documents
Data Template	View File
2.6	72
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	23.70
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	45
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	View File
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	
<p>M M College of Education is affiliated with Davangere University, Davangere and adheres to the curriculum prescribed by the University in an efficient way. At the beginning of the academic year, the Principal along with the faculty members finalizes the Academic Calendar in alignment with the University calendar. Subjects are allocated to faculties based on their subject expertise and interests well in advance. Time Table for every academic year is prepared by the Time Table Committee in consultation with the Principal with even workload distribution.</p> <p>The college arranges an array of co-curricular activities to enrich the curriculum. All classrooms are ICT equipped and Wi-Fi enabled. This Provides interactive classroom learning. Our college library subscribes to numerous journals so that both students and teacher educators can keep abreast of changing trends in their respective subjects. The institute focuses on TET and CTET coaching classes for the students.</p> <p>Collect feedback from the student teachers, alumni, and Head Masters of internship schools, analyse them, consider them, and implement them for the smooth functioning of the teaching-learning process in</p>	

future planning of the course and other academic works.

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	View File
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

B. Any 5 of the above

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	View File
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

A. All of the Above

are stated and communicated to teachers and 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	http://.mmbeddvg.com
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
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

16

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	Nil

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

0

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	No File Uploaded
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

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

0

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.

1. Before the commencement of regular classes, orientation programme

was conducted. During this programme, students are oriented towards the objectives and activities of teacher education programmes to be undertaken during the session.

The institution guarantees to enable the students to acquire the knowledge and the skills for different levels of school education through innovative techniques and hands-on experience such as internship, field based activities, field trips, laboratory work, etc.

2. Learnt knowledge is of no use until it is applied for the welfare of society. The skill development of the students is done through exposing the students to theoretical as well as practical aspects of teaching skills via micro and macro teaching practice. In developing skills among them we have given the opportunity to SUPW works.

3. Once the theory is taught, the full focus is on the skill/competency development of the students through EPCs (Understanding Self/Language Across the Curriculum). Peer guidance and peer-tutoring help the students to work in collaboration.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
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

Students of all the teacher education programmes running in the institution are familiarized with the diversity in the school system in India by providing theoretical as well as practical knowledge through curriculum, school internship and field engagement. Students are made aware of the functioning of schools through various activities of field engagement programmes undertaken in the respective schools.

The students are acquainted with the school system during the induction session conducted before the commencement of the internship program. They are asked to closely observe Government as well as Private Elementary and Secondary schools in rural and urban areas. Furthermore, students are made to analyse and study the admission policy, infrastructure facilities, evaluation policy, teaching pedagogical practices and roles and responsibilities of different staff members.

To understand the norms and standards of the different school systems we provide assignments and school visit programmes also Internship programmes during the course. Through this work student teachers tries to understand the pattern of schools, admission system, role and responsibilities of the teachers at various schools like Government, Private and Residential schools(Murarji Desai Residential schools, Kittur Rani Chennamma Girls Residential schools) etc.,

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	View File

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

The institution not only ensures imparting knowledge but equips the prospective teachers and teacher educators with the necessary knowledge and pedagogical skills. The theoretical and practical understanding of teaching as a profession is provided through skill practising at the micro and macro levels. Initially, students are acquainted with theoretical and practical aspects of micro-teaching and its skills. Then, students are provided with a platform for practising micro-teaching skills during which they practice and master the skills as per their pedagogy curriculum. After, equipping the students with the micro-teaching skills, they are sent to schools for their internship programme, as per the prescribed syllabus with the objective of maximum professional understanding.

During the internship programme, interns consolidate the relevant understanding of different subjects for eliciting maximum learning outcomes from students of the allotted school.

Along with the school system, we help our student teachers and teacher educators to participate in various extension activities organised in the institution.

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

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

Four of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

Feedback collected

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	
80	
2.1.1.1 - Number of students enrolled during the year	
80	
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	No File Uploaded
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	
167	
2.1.2.1 - Number of students enrolled from the reserved categories during the year	
167	
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)	No File Uploaded
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
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.

The students who take admitted to this institution invariably belong to the diverse economic and social strata of society. Their admission is based on academic merit and relevant reservation policies and seat allotted by the government.

During the time of admission, the Principal interacts with the parents and the students to assess their needs and aspirations. Students are also counselled at the time of admission.

The institution organizes an orientation program for the students at the commencement of the new batch every year and it helps to understand the needs and requirements of the students before the commencement of the program.

Students with good co-curricular skills are identified through the 'Talent Search Program' organized by different clubs of the institution and are nurtured to further gear their talents.

Engage the students in different academic and co-curricular activities like seminar programmes, morning assemblies, SUPW activities, extension activities, different assignment works, field visits and more.

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

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	Four/Three of the above
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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	View File
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	All 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	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

11:1

2.2.4.1 - Number of mentors in the Institution

15

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.

The academic plan of Makanur Malleshappa College of Education, Davangere is learner-centred Institution. The main am of the Institution is to prepare quality teachers, to impart up-to-date knowledge, acquaint students with the latest research and empower them to apply their skills to develop innovative solutions to present-day problems.

The college resorts to various student-centric pedagogical methods for raising the learning levels of the students. In normal classroom teaching, teachers utilize experiential learning, problem-solving methodologies, role-playing activities, classroom seminars, group

discussions, project work, assignment work, brainstorming sessions
Field visits and case studies etc.

Students got opportunities to prepare for seminars and presentations through PPTs, and also get opportunities. They are motivated to construct the knowledge on their own. The college has also organizes SLET/NET, TET and CTET exam orientations to build Competitive ability. The college organises extension lectures, quiz periods, workshops, seminars and other co-curricular competitions to enable the students to interact more closely with experts, accomplished academicians and research scholars from their own domain thereby broadening their world view beyond the realm of textbooks. The college has well-equipped laboratories in the disciplines of Computer Science, Science, Educational Technology, Psychology, and Mathematics.

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

15

File Description	Documents
Data as per Data Template	View File
Link to LMS	www.mmbeddvq.com
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

165

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
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	Three of the above
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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	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	Nil
Any other relevant information	No File Uploaded

<p>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</p> <p>A mentoring system is well in place in our college where each teacher constantly mentors students on academic, professional and personal fronts.</p> <p>Tutorials are taken by the teachers as per the needs of the</p>

learners. The college also offers various value-added courses for the students to further gear the students' interests and intellectual ability.

Working in a Team: For this college provide opportunities to organise CCA events every Friday. Here students show their teamwork and share of their ideas and thoughts with each other with the guidance of the mentor teacher. Teachers and students develop relationships as they work together in social, cultural, and recreational activities, community service projects, youth festivals, tutoring etc.

Dealing with student diversity: Allotted different assignments and field visits project works for students to get diverse experience in the training course.

Balancing home and work stress: Provide remedial teaching and tutorial works for students to get into the mainstream and show their potential in all aspects. College provides TET CTET regular classes for students. Mentors reduce the stress level of mentees by teaching them various skills like time management skills, presentation skills, dealing with delinquent children etc.

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

Five/Six 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 conducted related to recent developments in education with video graphic support, wherever possible	View File
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

Innovative teaching practice is an important aspect of the teaching programme. Student teachers practice different innovative models and approach beginning from Semester I to IV with emphasis on primary, elementary and secondary levels of teaching processes. The various innovative teaching methods that our teachers follow to make their classes more interesting are:

Use of Google Classrooms (LMS) and G-Meet online classes :

Experiential learning: The students develop new ideas to design a wide variety of working models, charts and teaching aids. Many students are engaged in developing e-content.

Field visits: The College also organizes field visits or projects for the students in order to promote participative learning.

Seminars: The College also organizes workshops, seminars, conferences, and extension lectures in order to develop creative and innovative minds.

Co-curricular competitions: The College encourages students to participate in various competitions like quiz competitions, debates, poem recitation, drawing, map writing and other CCA programmes etc.

Use of ICT: The College promotes the teaching-learning process through effective use of PPTs, projectors and multi-media and various types of equipment in the laboratory. Preparation of lesson plans. Brainstorming session.

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

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)

Five/Six 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	View File

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

Eight /Nine 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

All of the above

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	View File

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

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

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

Four of the above

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	View File
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

All of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

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

Selection/ identification of schools for internship: Selection/ identification of schools for an internship is done keeping in mind the proximity, ideology, the abilities of the students, standard of the school, medium of instruction, and distance from home to school.

Orientation to school principal/teachers: At the beginning of the internship principal calls the meeting with internship school headmasters and principals to give details of internship work and assessment pattern of the internship.

Orientation to students going for internship: Students were oriented at the beginning of the semester and also give detailed information

about assessment, lesson completions, and

how to participate in the internship programme. Students were divided into groups and sent to internship schools, every Saturday they have to come to college and take needed guidance from the mentor teachers regarding lesson planning and other internship activities.

Defining the role of teacher of the institution: During the internship, the teachers were allotted to different schools for observation there teachers give feedback on their work. This will continue on a rotation based.

Exposure to a variety of schools: Students are sent to the government, private, aided, rural, and urban schools of different boards such as CBSE, and state.

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

93

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

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

Seven/Eight of the above

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

Role of Teacher Educators: In an internship, the student-teacher has to complete lessons in secondary levels. The teacher educator, when visiting the school, interacts with the mentees and the trainees and thus a real flow of feedback is ensured regarding the performance of the trainees on the following basis:

1. Use of qualitative teaching aids
2. Use of Innovations Techniques
3. Use of innovations in preparation of lesson plans
4. Checking of answer scripts of the unit test
5. Formulation of School Timetable
6. Over all conduct/behavior of trainees
7. Maintenance of attendance register,
8. Organization of a Co-Curricular activities and submission of the report
9. Reflective dairy writing and observations
10. Correction of home-work notebooks

11.Construction,administration and analysis of action research.

*** Role of School Principal:** They monitor discipline, conduct, completion of class schedule, substitution classes allotted, co-habitation skills, and participation in all school programmes.

*** Role of School Teachers:** The student teachers are under the supervision of school teachers of the school who act as mentors.

Role of Peers: Peer groups observe at least 20 lessons given by each student teacher and provide feedback which helps the student teachers to improve their lesson

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

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

All of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
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

Five of the above

commitment Extent of job readiness	
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	View File
Any other relevant information	No File Uploaded
2.5.2 - Number of fulltime teachers with Ph. D. degree during the year	
5	
File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
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	

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

Staff members are permitted to attend the Orientation, Refresher Courses, Induction Training Programme, workshops, Seminars, Conferences and Symposiums organized by Universities, HRDC, Government and non-governmental organizations.

Faculty members are encouraged to participate as resource persons in seminars, workshops, etc at the University, colleges and schools and also act as resource persons in the college activities. The staff members are encouraged to present papers in seminars and workshops at the national, international and state levels for this timely encouragement is provided by management.

The management encourages faculty to write books and articles for publication. The staff members are motivated to publish articles in reputed research journals. They also write books and contribute chapters in edited books.

Faculty members are permitted to carry out university duties such as evaluation, paper setting, invigilation, observer and squad etc.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	View File

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

The students of the B.Ed course are given a clear idea of evaluation at the beginning of the program itself during the orientation course

and through the academic calendar. At the end of every semester internal written test is being conducted and performance of students will be informed. During the practice teaching faculty members observes lessons of students and proper feedback will be given regularly.

Student teachers were observed for internals in the school internship programme, field engagements, internal tests, project completions, assignment works, seminar presentations, participating in CCA programmes, SUPW works, Community based camps, and participation in regular class discussions, attendance etc.

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	View File

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

Four of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	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

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

Principal to redress the examination-related grievance as per the requirement. The mechanism to deal with examination-related grievances is transparent, time-bound and efficient. The college adheres strictly to the guidelines and rules issued by the affiliating university while conducting internal and semester-end examinations.

1. The college has an examination and internship Committees. The responsibility has been given to the teacher educators they will handle all issues related to the timetable, internship and examination with the guidance of the principal.

2. The internal assessment test schedules are prepared as per the university and communicated to the students well in advance.

3. In each internal test, the teacher prepares a standardised question paper with a blueprint and scheme evaluation.

4. The corrected answer sheets of the students are distributed to them for verification and if any discrepancy is found it is redressed immediately.

5. The students have the freedom to use the suggestion box regarding examinations and other issues.

6. If students failed an examination given chance to write it retest also conducted remedial teaching for them.

During the academic year 2020-21 due to covid pandemic situation students get results on an internal basis.

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.

Before the commencement of the academic year, the Institution prepares and publishes an 'Academic calendar' containing the relevant information regarding commencement and completion of

syllabus, the teaching-learning schedule (working days), various events to be organized, holidays, dates of internal examination, semester examination etc. It is also published on the website of the college and displayed in the Principal's office. The timetables are prepared and implemented accordingly. The teachers prepare to teach plans according to the academic calendar and guidelines of the University. The student's academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit tests and semester examinations. The review of internal assessment is taken by the Principal regularly.

For the implementation of the Internal Assessment Process, an Examination committee is in place which monitors the overall internal assessment process.

During the academic year 2020-21 due to covid pandemic situation First sem students get results on an internal basis.

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.

At the beginning of the academic year during the Orientation Programme students are briefed about the PLOs. The concerned faculty of each of the courses brief their respective classes about the PLOs and CLOs. The College is committed to quality education which is reflected in its programme outcomes and course outcomes.

Continuous internal assessment is taken regularly and students' marks are recorded which helps to predict their academic progress.

At the end semester series of tests and final exams also help to ensure the alignment of stated outcomes.

Suitable pedagogical approaches are utilized for the effective realization of learning outcomes.

Parents are informed on a regular basis about the academic

performance of their children.

Placement record, feedback from alumni regarding their job and excellence in various competitive exams ensures the alignment of stated PLOs and CLOs.

Contribution to various literary and cultural programs.

Participation in various competitions such as debates, elocutions, essay writing competitions, and quiz tests. Participation in various classroom activities such as group discussions, and seminars.

Participation in various co- curricular activities such as organizing morning assemblies, CTC camps, tree plantation campaigns, and awareness camps.

Participation in community engagement activities etc.

The faculty members are also encouraged to update their subject knowledge along with changing trends in teaching methodology and participate in faculty development programmes and seminars as it enhances the effective attainment of PLOs and CLOs.

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 college affiliated with Davangere University follows the pattern

of examination that is framed by the University.

Students are provided with proper counselling and guidance that helps to overcome their barriers, if any, for their enhancement in performance.

The progress of students in both academic, as well as co- curricular fields, is recorded and maintained.

Compulsory attendance i.e., minimum 80% per semester

A paper evaluation is done on time for grading the internal assessment

Practical work such as assignments are checked and marked on time
Based on result analysis, the required remedial measures are taken.

Participation in various literary and cultural programs.
Participation in various competitions such as debates, elocutions, essay writing competitions, and quiz tests. Participation in various classroom activities such as group discussions, and seminars.

Participation in various co-curricular activities such as organizing morning assemblies, camps, tree plantation campaigns, awareness camps etc.,

Participation in community engagement activities

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

93

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	View File
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.

During the time of admission, the Principal interacts with the parents and the students to assess their needs and aspirations. Students are counselled at the time of admission. Talent search programmes in various fields i.e. are organized in order to discover the hidden talent and potentialities of the students.

The principal of our college conducts an orientation programme for students at the beginning time to comprehend the course pattern.

The faculty members coordinate with parents of slow learners so that their needs can be catered to.

Peer tutoring is also provided to serve the academic needs of such students.

Mentor-mentee interaction keeps faculty in constant touch with the students, irons out their academic and personal problems and stimulates overall personality development among students. The continuous internal assessment is taken regularly and students' marks are recorded which helps to predict their academic performance.

Participation in various co-curricular activities such as organizing morning assemblies, CTCcamps, tree plantation campaigns, awareness camps etc.,

Participation in community engagement activities

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

<https://mmbddvg.com/wp-content/uploads/2023/09/Students-Satisfactroy-Survey-Report-2021-22.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	View File
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	View File

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	
File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	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	Three of the above
File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
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

1

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	View File

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

4

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

5

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	View File

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

3

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

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

165

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

165

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	View File

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.

M M College of Education is affiliated to Davangere University, Davangere. Our institution inculcates social value and responsibilities to the faculty members and students by imparting extension activities in the neighborhood for holistic development of the society. Through extension and outreach programmes, we sensitize the students to develop social values, widespread their responsibilities and knowledge in societal issues and problems by making them to involve with the community people. Our outreach activities are controlled by the IQAC of the institution. In this college we have one unit of Cultural committee to execute various outreach activities throughout the year. They are instrumental in converting students into the responsible citizens of the country by developing discipline, values and ethics of social life. Every year, M M College celebrates ENVIRONMENT DAY. A campaign for Tree plantation is carried out nearby area and awareness for care of the new planted trees is generated among community people. The Blood bank has been enriched through the BLOOD DONATION CAMP that led to donating of blood. Through various outreach activities & other awareness creating programmes which are organized in our college helped to spread awareness about health care, cleanliness, environment protection, social equality etc.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

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	View File
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	View File
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	View File
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

Three/Four of the above

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	
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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

We have fully fledged physical infrastructure as per NCTE norms. The institution has the following infrastructure as per NCTE norm.

Seven classrooms.

Library – cum Reading Room.

Physical science and life Science method lab. History room (Method lab)

Psychology lab Language lab

Education technology / computer lab Principal office

Staff room

Separate toilet facility for boys and girls Girls common room

Parking space Multipurpose play field

Open space for additional accommodation Sports room with indoor game

facility

The facilities provided are as follows.

It has well equipped Science - Maths resource centre fully equipped with required kits and materials to conduct the experiments.

It has computer lab with 30 computers.

Psychology lab (Psychological testing equipments social science lab, language lab with lingua - phone., software and other infrastructural gadgets)

These is a seminar hall cum multipurpose hall of seating capacity of more than 170 people to conduct various academic activities.

It has library room with rich collection of text books and spacious reading hall.

There is provision for indoor games such as carom, chess, and table tennis as well as outdoor games like volley ball, shot- put, Rely race etc

Language lab has 12 computers with 24 hours internet access.

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

3

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://mmbeddvg.com/infrastructure/
Any other relevant information	No File Uploaded

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

1.95

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.

The library of the college was established in 1972, since then library has made consistent progress in terms of collection of

books, periodicals, e-resources and other services. The college library is enriched regarding the availability of textual resources consisting of textbooks, reference books, e-books, national policies/documents, journals, e-journals, abstracts, magazines, encyclopedias, dictionaries, and dissertations and newspapers. For the ease of the users, the library is divided into various sections general Reference Section, Periodical Section, Research Section, Photocopying Section, Subject Wise Books Section. To fulfil the Vision and Mission of our institution our library has more than 15139 books and reference books, 42 journals, 05 magazines and 08 daily newspapers, and 01 computers with an internet facility of 200Mbps speed,

No such facilities available however in coming days these facilities will be fulfilled.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://mmbeddvq.com/wp-content/uploads/2023/08/Library-Facilities.pdf
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

One of the greatest strengths of the college is its library resources. It is richly adorned with twenty thousand books and more than thirty journals. Reprographic facilities are made available during the college hours. The soft New Gen Lib. The software offers a range of features that facilitates remote access. The fibernet from BSNL is merged and the generated IP address is configured into the library software. The link is then posted on to the website to enable remote access. The college subscribes to INFLIBNET and both faculty and students have access to online books. Attempts are made to give remote access to the students through the software. The Email address of the college library with the domain name is in place for any queries. As the number of students is relatively manageable, the librarian attends to the requirements of the students online.

Attempts are being made to create a repository of books on the drive to enable student's access online books. The links are provided for further references for research and extensive reading. Attempts are in progress to catalogue the online books for access. The list of links are also available in the library for downloads by the students.

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

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

File Description	Documents
Data as per Data template	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)

0.25

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

180

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	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	www.mmbeddvg.com
Any other relevant information	No File Uploaded

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

Three 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

ICT facilities The institution is equipped with high speed internet and Wi-Fi enabled campus. The office is furnished with high configured systems, connected with internet and Wi-Fi, and has Biometric system.

Library:There are computers available for the student-teachers to access to e- resources with internet and Wi-Fi connection.

Computer cum Language Lab has a server and 42 systems with LAN and internet connection. Language lab has headphones, Classrooms have LCD projector with screen and audio system for teaching learning purpose. During class instruction, teachers ask students to make use of their mobile phones to Google search meanings, deviations, concepts etc. for conceptual clarity.

Accessibility:The staff and students have an access to internet with a separate user name and password for students. In the college LAN and Broadband internet connections are connected to the Principals office, library, and computer lab. Usage of multimedia is encouraged to construct and convey knowledge through web browsing, downloading, uploading, and blogging, for curricular and co-curricular activities.

Software:The institution uses predominantly Windows 7 and 10, MS office 2007, Adobe reader.

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:

D. 50 MBPS - 250MBPS

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

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

Two of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://mmbeddvg.com/wp-content/uploads/2023/08/E-content.xlsx
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	https://mmbeddvg.com/wp-content/uploads/2023/08/E-content.xlsx
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)

1.60

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

A regular maintenance and up gradation of the infrastructure is taken up for different support facilities and computers for smooth functioning of the technological gadgets and for its servicing and Themes infinity Pvt. Ltd for college website. Examination evaluation system v expertise and services for designing and uploading the software for examination cell. The English language laboratory cum computer lab was updated. A console is provided for the teacher educator for taking a class and providing information to the students at their PC's. Sports field is a shared ground of this college with the model schools. A spacious ground for playing outdoor games which is maintained in on one side of the college campus.

The college has received funds timely by the Department of Coligiate Education to maintain and monitoring all college work. The fund is utilised as per the Govt. norms and maintains books of accouts with proper evidence. The administrative staff maintained students support documents like cash book and day book relating financial matter. The library is maintained librarian, computer lab, sports facilities are also maintained by concerned faculties.

File Description	Documents
Appropriate link(s) on the institutional website	https://mmbeddvg.com/infrastructure/
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	Three of the above
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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	View File
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	Five/Six of the above
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File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

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	B. Any 3 of the above
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zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

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	View File
Any other relevant information	No File Uploaded

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

Two of the above

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

5.2 - Student Progression

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

year	
Number of students placed as teachers/teacher educators	Total number of graduating students
25	88
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	View File
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).	
22	
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	View File
Any other relevant information	View File
5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)	
28	
File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
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 being constituted in the college regularly with various perspectives. It helps in the planning and implementation of the academic functions of the college. Particularly members of the students' council help in the implementation of practice teaching. They help in the co ordination with the various surrounding practice schools for the arrangement of the practice teaching and internship program. Student's council contributes in the planning and implementation of various co curricular activities organized at college level for the all round development of the students. During the year Yoga Day, Celebration of Independence Day, Republic Day, Poster making competition, elocution competition, Youth Parliament.etc. Were planned and implemented in the college with the help of the members of the student's council. Student council played an important role in the planning and implementation of various activities. Alumni visit to the college as per their convenience and helps to college in various ways. i.e. technical support, planning of activities and use of their contacts for the benefit of the college. All the members of the student's council/Alumni take interest in various activities of the college in a very positive and creative way

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	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	View File

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

12

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
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

In line with the traditions of Makanur Malleshappa College of Education, also has a highly competent and active Alumni Association. It was established in 1998 as the registered body. A remarkable addition of new alumni members is a common practice every year. It meets periodically to discuss the ways and means to improve the academic environment of the institution as well as to exchange views on the scope of higher education and employment opportunities. Alumni of the institution contribute both financially and non-financially over the years to the growth and development of the institution. The alumni members, who are working on various prestigious designations such as principals, coordinators, teachers etc. are helping in the placement of our students in different schools. These members are invited to the institution on various occasions like teachers' day, annual function, and orientation day to motivate students, and share their personal experiences during their professional capacities. They are also frequently invited during the final discussion of skills in teaching for external supervision. During this event, they provide excellent feedback to improve interns' teaching abilities to serve better in the real school environment. Their efforts are suitably recognized and acknowledged.

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	View File

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

Three/Four of the above

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

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

2

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
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 doors of college are always open to visit any member of the Alumni Association. Whenever any of the members visit to our institution we introduce them before all the students and request them to motivate our present students. Even we organize some special programs like guidance from them and sharing of their experiences. During the year 2021-22 we arranged two programs of our Alumni for motivating our students.

Following are the mechanism through which Alumni Association acts as effective support system by:

1. Sharing their success stories in their respective fields during their interaction with the students.

2. They also share how college has contributed in their all-round development by laying equal emphasis on academics as well as cocurricular activities and community services. 3. Encouraging students to pursue higher studies. The members provide academic or technical expertise and career advice for development of the students. 4. Alumni usually visit our college to motive our students towards competitive exams. 5. Alumni visit and give successful steps of future examinations. 6. They participates every academic practices like cultural events, sports events, college celebrations and in Camps on our kind call.

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

Vision Statement

To strive to become an institution of excellence in the field of

teacher education and to ensure quality of teacher for the service and progress of the mankind.

To shape, sensitize and inculcate in the prospective teachers a desire for excellence combined with right attitudes, values and ideologies.

To facilitate learning among their pupils through appropriate skills and methodologies and to exercise responsible leadership and render selfless service to the community.

Mission and Objectives

To inculcate in the minds of teacher trainees, an absolute desire for "learning to teach and teaching to learn" with the will of leadership; to inspire the learners to acquire knowledge and skill and enable them to apply these tools with fair insight, skill and wisdom, to the benefit of the society at large.

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	View File
Documentary evidence in support of the claim	View File
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

M M College of Education, Davangere practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. A particular reflection of this practice may be seen in the extensive delegation of authority to the Principal than to Coordinators and teachers in-charge of the various cells and committees in the college.

The following committees and cells are operational in the institution to implement various activities:

Research Committee

Anti-Ragging Committee

Admission Committee

Library Committee

Examination Committee

Sports Committee

Internal Quality Assurance Committee

CCA Committee

Grievance Redressal Cell

Placement and Career Counseling Cell Women Cell

Language Club Science Club

Social Science Club Magazine Committee.,

Socially Useful Productive Work cell., etc.

The ways in which coordinators and teachers in charge of different cells and committees participate in the Management Process are as follows:

The Principal of the college oversees the activities of various committees and cells.

The committee meetings are held as and when required for the implementation and organisation of certain activities and meeting minutes were documented both in soft and hard copies.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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.

The institution conducts internal and external financial audits regularly at the end of each financial year. The auditors visit the college at regular intervals, they verify all financial transactions with the supporting documents and approval of proper authority for each financial transaction. They plan and perform procedures to obtain reasonable assurance about whether the financial statements are free from material misstatements. Based on such an audit, they issue an audit report to the college for a True and Fair view of the financial statements. Such financial statements will be signed and approved by the Auditor and Management. Based on the audited financial statements, auditors issue an "Audit Report"

The Principal is responsible for the overall administration and academic functioning of the institution in keeping with the policies of the management as well as the mandatory regulations.

All the Administrative activities are also fair and transparent. The classification and cataloguing of books is ensured with proper maintenance of books, journals, periodicals and newspapers

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 bodies and committees that constitute the Organ gram of the institution, chalk out the strategic plan of events and activities which will support the growth and development in these key areas and at the end of the year, a review is taken about implementation and the outcomes of the perspective plans.

One such broad area in which the Institutional Perspective and Strategic Plan has been successfully implemented is that of Teaching, Learning and Research. This has been achieved through the deployment of Action Plan for the following initiatives: Workshops are organized to give exposure to both teachers , non teaching staff

and student teachers about curriculum , life skills , online class through mobile App. Environment Awareness programmes , guest talks, workshops on learning aids etc. for student teachers

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	www.mmbeddvg.com
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The college functions as per the rules and regulations of the Government of Karnataka, norms of NCTE, UGC, Affiliated University is Davangere University, and Overview of Management.

Matters related to appointments, promotions, retirements of the staff and finance come under the Management of the Institution, Department of Collegiate Education, Government of Karnataka.

Matters related to admissions, Examinations and curricular aspects come under the purview of affiliated Davangere University,

The College management and the Principal look over the administration. The principal entrusts the responsibilities to the teaching and the non-teaching staff.

Various committees are formed and each committee has a coordinator and a different number of members. Depending on the requirement of the committees many of these committees comprise both teaching and non-teaching staff.

Students are also made members of various committees like Sports Committee, Cultural Committee, IQAC etc.,

The Alumni Association and the Association of the Parents also help the institution not only by giving timely suggestions and support but also by actively being involved in various activities of the college.

File Description	Documents
Link to organogram on the institutional website	http://www.mmbeddvg.com
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

The institution has constituted various committees for the successful and productive functioning of college activities. These well-defined committees are responsible to discuss, deciding plans of action and implementing them. The institution conducts its day-to-day working through these committees. Research Committee, Anti-Ragging Committee, Admission Committee, Library Committee, Examination Committee, Sports Committee, Internal Quality Assurance Committee, CCA Committee, Grievance Redressal Cell, Placement and Career Counseling Cell, Language Club, Science Club, Social Science Club, Red cross unit, Magazine Committee, Socially Useful Productive Work cell etc., Under the Co-Curricular Activity Cell, the college has successfully celebrated As per academic planning National and Special Day celebrations.

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

6.3 - Faculty Empowerment Strategies

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

The management has a humane approach towards its teaching and nonteaching staff. The institution is proactive towards the welfare of the staff both teaching and non-teaching. An annual increment to all teaching and non-teaching staff is in place. The faculty members are motivated and facilitated to attend seminars, webinars and FDP's for professional growth. Study leave is granted for research work and those pursuing Ph.D programme. The teaching faculty are encouraged for publication and the organisation supports in process of documentation. The teaching faculties are given child care, educational needs of children leave or flexibility in time, adjustment of timings or classes as per the children's online classes etc. During the pandemic period adjust was done with regard to online/ offline classes as per the individual's need. Safety measures are taken to see the wellbeing of the staff especially during the pandemic

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	View File
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	View File
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.

3

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
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

6

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

The institution has a Performance Appraisal System for teaching and non-teaching staff which strictly follows the UGC regulations for the Appointment of Teachers and other Academic Staff in the institution. For the Maintenance of Standards, amendments are made therein from time to time, for teaching and nonteaching staff. The performance of each employee is assessed annually after the completion of one year of service. The objective is not only to objectively evaluate the performance as per established norms but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee.

Based Appraisal System (PBAS). Increments and Promotions are completely based on the Performances. The performance of teaching staff is assessed on the following bases: their academic qualification, research experience and training, worked on research projects or carried out, publications: published papers in journals, book publications, chapters published in books, Paper presentation: in seminars, conferences, symposia workshops, workshops attended teaching and evaluation experience, total teaching experience, courses taught, duration.

Evaluation experience includes: paper setting, invigilation, evaluation, and practical exam, Other than that, extension work and membership of professional bodies or societies are also recorded

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

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

The institution has a mechanism for internal and external audits. We have our own internal audit mechanism where internal audit is an ongoing continuous process in addition to the external auditors verifying and certifying the entire Income and Expenditure and the Capital Expenditure of the Institution every year. Management officials and principal periodically conducts Internal Audit they thorough check and verification all transactions that are carried out in each financial year. Likewise, an external audit is also carried out in an elaborate way on yearly basis.

Furthermore, the Institute's accounts are routinely audited by a Chartered Accountant in compliance with government rules. The external Certified Chartered Accountant audits the financial statements and submits to the institution the audited financial statements with audit reports every financial year regularly.

Even the government body has conducted an Audit yearly will be done by the Accounts Department of Collegiate Education. They verify the records and the objections raised by them will be resolved subsequently. The Finance management system is computerized. The salary of all the personnel is through HRMS (Human Resource Management System) online. All the salary grants received and utilized by the college are through Khajane-2, hence there will be no financial mismanagement.

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	View File
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.

Funds received from University Grants Commission (UGC) are allocated and put to optimal utilization till 2018-19. There after no funds are allotted by UGC. The State funds are allocated for aided staff salary. There is a norm for the collection of fees and payment of university fee as per the regulations. The mobilized fee from the UG course is put to maximum utility in the following areas.

1. Salaries- 55%

2. Development of the College-15%

3. Maintenance- 15%

4. Management- 15%

Consultancy and Alumni funds are utilized for infrastructure, student welfare and alumni gatherings.. Examination fee for semester end examination is allocated for all the expenditures towards the conduct of the examinations and other areas related to examination for B.Ed.UGC norms for payment of members during Statutory Body Meetings as an honorarium and for guest lecturers and resource persons is followed. Management allocates a sum towards celebrations. Accounts are audited and maintained for utmost transparency.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

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

The institution would like to highlight the following activities of the IQAC:

Feedback from Students, Parents, Employers, Alumni, Principals and Teacher Educators was collected and analysed for future planning and improvisation of quality service of education Improved teaching-learning and evaluation process

Effective delivery of curriculum and enhanced usage of ICT tools

Organising Seminars/Workshops/Conferences, recognizing and felicitating distinguished alumni Organizing staff training programmes.

COVID-19 Awareness programme and Vaccination programme at college and Primary health centres of Davangere District. Free health checkup and blood donation programme

Plant distribution and planting programme,

Special lectures

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	View File

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.

Teaching-learning process is the most important thrust area of this institution. Any new challenges in the global scenario are closely studied that requires new strategies are researched in depth, experimented and institutionalized under innovative methods in pedagogical practices. Through interaction with professors, and due to the new changes in NPE 2020, an observation permeated to the idea of strengthening. There is an ongoing effort to incorporate theatre into the teaching-learning process under kinesiology activities through dance, drama and play making as part of lesson planning. Whenever IQAC meets and deliberates on quality assurance parameters, the net-result of the webinars and workshops are adapted into the teaching-learning process. On this basis, due to the teaching learning totally was shifted to online from offline, the college took the following initiatives to re-programme the online resources in the following manner. This enhanced the teaching, learning and assessment pattern as valuable

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	View File

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

5

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	View File
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	View File
Link to the minutes of the meeting of IQAC	https://mmbeddvg.com/wp-content/uploads/2023/08/IQAC-Meeting-2021-22.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://mmbeddvg.com/iqac-cell/
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• 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

After the 2016 NAAC Accreditation, augmented its quality parameters in the domain of its administrative and academic areas, improving upon the quality initiative suggested in NAAC recommendations.

1. Academics

Research in teaching learning kindled in our faculty and students' to pursue upon new areas of teaching strategies. Many new approaches were studied, configured and structured to formulate Vygotskian, constructivism method, art in teaching. The fourth semester of internship is focusing on the components of CCE domain to qualify our teachers' in the area of entrepreneurship in organizing a school. Challenging the technological intervention into the teaching-learning process, our B.Ed. students' are exposed to instructional design, programmed learning modules.

II Administrative

Most of the services made e - administrative approach such as biometric for students and teachers, fee process, scholarship etc

III Research : many of our teacher educators involved in research work and 5 of them are awarded Ph.D. degree.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

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.

our institution has one generator 10kv in our campus use of alternative source of energy for meeting its power requirement power

management features are activated on computer Xerox fans etc. unnecessary lights and use day lights avoid the use of decorative lights, use of LED bulbs, used only when they are needed unplug appliances like printers Xerox and charges awareness among students and staff on energy conservation is created by display board at appropriate places, switching off all electrical activities and they are not in use our college which is wanted depending upon only electricity in emergency we can use the solar light also at the time of night. Institution shows gender sensitivity to provide facilities safety security to them to counseling them common room for them medical checkup camps arranged and grievance redress and anti-sexual harassment cells are actively pursuing provide an opportunity for girls to voice their problems mental system has been introduced this system improves the report between students and mentor a special care is taken for them and identified through counseling.

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.

1. Solid waste management- Solid waste is segregated as bio degradable and non-degradable and handed over to as a part of Swatch Bharat initiative and Clean and Green . All departments and classrooms are provided with dustbins for dry wastage disposal. Segregation of waste into dry and wet waste from the separately allotted dustbins is done in strategic locations thus maintaining the Campus clean and Eco- friendly. Clean and Green Campus Policy Use of sanitary disposal machine is one of the best practices adopted by the college to war deco-friendly disposal mechanisms.

E -Waste Management UPSC battery for recharge, repaired& exchanged by the supplier. Best compact disc is used by the students were decorated in the entertainment hall, The configured computers are donated to nearby schools The e waste generated are deposited through certificates e waste recycling recycles Next to air, water is the most important element for the preservation of life. Water is a finite commodity which, if not managed properly, will result in shortages in the near future. Water conservation can go a long way to help alleviate these impending shortages. Students are made aware that conserving water is equivalent to conserving their future.

File Description	Documents
Documentary evidence in support of the claim	View File
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
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File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
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	View File
Documentary evidence in support of the claim	View File
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	
By enforcing the Prime Minister's "Swachh Bharat Mission", M M College is always committed to maintaining a clean college	

environment sets a good example to students, teachers & other staffs. It encourages learners to take pride in their college, which makes them less likely to drop litter and as such they will potentially make a bigger effort to maintain their environment. cleanliness is incredibly important when it comes to cutting down on the spread of diseases in the college and means that staff and students are able to enjoy a comfortable learning environment. It also improves hygiene levels and can help to reduce the spread of sickness. Cleanness in Campus: 1. Provide door mats in each class.

2. Keep trash bins in each working station and class. 3. Start recycling practices in the college 4. Encourage students and

teachers to keep things away immediately after use. 5. Organise cleaning day events like Swachh Bharat. 6. Clean the campus facilities frequently.

Sanitation: 1. Personal hygiene

2. Safe drinking water

3. Toilet/human excreta disposal

4. Disposal of waste water

5.. Environmental sanitation

Polution Free Healthy Environment

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

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

All of the above

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

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	View File
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

The curriculum of the teacher education training program includes topics to address Environment Sustainability, and Social issues, which strengthen the students' content knowledge.

The institution conducts outdoor programs related to curriculum, exposing students to first-hand experience, for example; Cleanliness and Health Campaign, Value Inculcation Program, workshops on Life Skills, Best out of Waste, Seminar on Good and Bad Touch in Internship practising Schools.

Provides opportunities to work together with neighbouring schools and community members by helping in providing them resources and

facilities for use which directly fosters social connectivity, trust, bond, and network between students and communities. For example; Organization of Teaching Practice Lectures on Hazards of Poisonous Plastic, Women’s Day,

Field trips are arranged to make students aware of the places and environment around them and provide an opportunity to work with local people to understand their problems. Visits museums, and historical monuments to make them familiar with their own culture, history and other cultures and develop respect for their heritage.

The Institution ‘strengthens ties with the Community and helps the Marginalized’ by raising relief funds many times with the help of staff and students.

Institution organized and participated in blood donation camps for social welfare.

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	B. Any 3 of the above
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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	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
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

1. Title of the Practice:

Virtual teaching in covid-19 pandemic

Use of ICT by the staff members and students

In dealing with the contexts B.Ed Program, the teachers make maximum use of ICT. LCD projector and smart board technology is also use in classroom study. Pupil teachers share and exchange information through whatsapp groups and social networking web-based strategies are also used for this purpose. Teachers solve the queries, if any regarding to their subjects by these methods. Online teaching for B.Ed classes with the help of zoom app and Google meet. While the different topics of syllabus are being sent to students through Whats app .

2. Title of the Practice: Green Campus

Green campus initiatives are becoming integral part of the modern-day education system and the Institutions can act as pioneers in promoting these principles within society. Our college has initiated the green campus program in order to support a sustainable and

climate-friendly environment.

The Context: Our main focus behind this Green campus program is to ensure the sustainability of sufficient water, materials and other resources for our future generation. More stress is being given on the proper infrastructure development so as to continue and maintain the green practices.

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

Makanur Malleshappa College of Education is established in the year 1970 and received Grant in Aid from the government of Karnataka. It is permanently affiliated with Davangere University and recognized by NCTE. The College has been included under 12(B) and 2F of the U.G.C. Act. Accredited 'B' Grade with 2.76 CGPA by NAAC. In this global crisis due to the outbreak of the deadly Coronavirus, the Institute of STJES(R) has made it a mandate to not give way to this encumbering negativity spread all around us but rather fight back and promote an essence of positivity and normalcy in order to cope up with the panic situation by continuing with the academic curriculum as per schedule in a virtual mode where online classes are being held and regular assignments and quizzes are collected in order to track the academic improvement of the students. Apart from regular online classes, regular exams, co-curricular programmes, special lecturing classes, online seminars in innovative pedagogies, online mentoring sessions, online lecture series etc are going on with full rigor. These steps have been extremely successful in keeping the professors as well as the students engaged and motivated with productive and educational content.

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

