



# YEARLY STATUS REPORT - 2020-2021

## Part A

### Data of the Institution

<b>1.Name of the Institution</b>	<b>ABHAY YUWA KALYAN KENDRA'S COLLEGE OF EDUCATION, DHULE</b>
• Name of the Head of the institution	<b>Dr. Yadav Hari Saner</b>
• Designation	<b>Principal</b>
• Does the institution function from its own campus?	<b>Yes</b>
• Alternate phone No.	<b>02562330010</b>
• Mobile No:	<b>9422792559</b>
• Registered e-mail ID (Principal)	<b>abhaybed_1986@rediffmail.com</b>
• Alternate Email ID	<b>yadav.saner@rediffmail.com</b>
• Address	<b>New Mumbai Agra Road, Opp. Nalanda Hotel, Dhule</b>
• City/Town	<b>Dhule</b>
• State/UT	<b>Maharashtra</b>
• Pin Code	<b>424004</b>

### 2.Institutional status

• Teacher Education/ Special Education/Physical Education:	<b>Teacher Education</b>
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• Type of Institution	Co-education
• Location	Urban
• Financial Status	Self-financing
• Name of the Affiliating University	Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon
• Name of the IQAC Co-ordinator/Director	Dr. Dipak Ramdas Baviskar
• Phone No.	02562330010
• Alternate phone No.(IQAC)	9823874991
• Mobile (IQAC)	8999048147
• IQAC e-mail address	abhaybed_1986@rediffmail.com
• Alternate e-mail address (IQAC)	dipak22kar10@gmail.com
<b>3.Website address</b>	<a href="http://aykkbed.in">aykkbed.in</a>
• Web-link of the AQAR: (Previous Academic Year)	<a href="http://aykkbed.in">aykkbed.in</a>
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://aykkbed.in">https://aykkbed.in</a>

### 5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	80	2006	21/05/2006	20/05/2011

**6.Date of Establishment of IQAC** 22/03/2017

**7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

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

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

guidelines	
<ul style="list-style-type: none"> <li>Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>
9.No. of IQAC meetings held during the year	2
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	Yes
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
11.Significant contributions made by IQAC during the current year (maximum five bullets)	
Nil	
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
Nil	Nil
13.Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name of the statutory body	Date of meeting(s)
College Development Committee	01/07/2020
14.Whether institutional data submitted to AISHE	
Year	Date of Submission
Yes	30/01/2020
15.Multidisciplinary / interdisciplinary	
<p>The college is providing teacher training to the students who is willing to serve as the teacher. It is affiliated to Kavyitri Bahinabai Chaudhari North Maharashtra University Jalgaon and following the rules and regulations stipulated by the statutory body, NCTE. As per UGC, NCTE the subject of Education is included in the faculty of Interdisciplinary Studies.</p>	

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

The Curriculum for B.Ed program , provided by affiliating university has included Skilldevelopment courses which help to develop the skills among students teacher. Micro-teaching, Simulation, Integrated teaching skill, Practice teaching skills, are theintegrating part of B. Ed curriculum. It help to imbibe Soft skills, ICT and Communicationskills, Interpersonal skills, Life Skills among the students. Various programs are conductedby the institution for skill development.

#### 17. Skill development:

The Curriculum for B.Ed program , provided by affiliating university has included Skilldevelopment courses which help to develop the skills among students teacher. Micro-teaching, Simulation, Integrated teaching skill, Practice teaching skills, are theintegrating part of B. Ed curriculum. It help to imbibe Soft skills, ICT and Communicationskills, Interpersonal skills, Life Skills among the students. Various programs are conductedby the institution for skill development.

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

Under interdisciplinary studies, already integration of indian Knowledge system has beenincorporated. The medium of instruction is Marathi (Indian language). Indian culturereflects through various courses. Once the theory is taught, the full focus is on theskill/ competency development of the students through Education in Contemporary India, Genders, School and Society, EPCs, Curriculum and Pedagogic Studies- Marathi, Hindi, English, History, Civics, Geography etc. Besides theoretical knowledge and teachingcompetencies, students are given opportunities to acquire skills and competencies related todifferent aspects of personality so that they can navigate the environment. Peer guidanceand Peer tutoring helps the students to work in collaboration. Indian culture is taught andstudied in the form Constitutional Values and education system. The paper, Education inContemporary India gives the knowledge of Vaidic Education System and the great heritage ofIndia.

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

Outcome based education (OBE) appoach has been accepted in B.Ed. Curriculum. The institutealways focuses on outcome based teaching and Learning. In simulation. integrated teaching and practice teaching outcome based activies such as group discussion, project basedlearning, inductive based teaching and

learning, problem solving etc. The emphasis is on learning outcomes.

Through Project based learning collaborative work is done by the students whereas, Group discussion provides them the opportunity to work in group.

## 20.Distance education/online education:

During COVID-19 Pandemic though every where the schools and colleges were closed but still the education was going on through online mode using Zoom Platform, Google Meet or referred online references. Our institution conducted lectures and program online. Curricular and co-curricular activities were undertaken online.

## Extended Profile

### 2.Student

2.1 Number of students on roll during the year	103
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File Description	Documents
Data Template	No File Uploaded

2.2 Number of seats sanctioned during the year	103
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File Description	Documents
Data Template	No File Uploaded

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	50
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File Description	Documents
Data Template	No File Uploaded

2.4 Number of outgoing / final year students during the year:	50
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File Description	Documents
Data Template	No File Uploaded

2.5 Number of graduating students during the year	50
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File Description	Documents
Data Template	No File Uploaded

2.6	50
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Number of students enrolled during the year	
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File Description	Documents
Data Template	No File Uploaded

#### 4. Institution

4.1	
Total expenditure, excluding salary, during the year (INR in Lakhs):	224947

4.2	
Total number of computers on campus for academic purposes	5

#### 5. Teacher

5.1	
Number of full-time teachers during the year:	9

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

5.2	
Number of sanctioned posts for the year:	7

### Part B

#### CURRICULAR ASPECTS

##### 1.1 - Curriculum Planning

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

The College being an affiliated institute follows the curriculum prescribed by the university. In line with the curriculum, the college follows a systematic approach to develop and deploy action plans for effective implementation of the curriculum as given below. At the beginning of every academic year, the first staff meeting is called to discuss about curriculum related activities such as syllabus change, teaching plan, syllabi content, books required in the library as per the new syllabus etc. The Principal, IQAC, discuss and prepare the academic calendar considering Internal Examination (IE) schedules and other academic and extension activities. Heads of the Department distribute teaching load to faculty members by considering subject choices given by faculty members and they also discuss on the unit and lesson objectives and their outcomes; and the same is decided to be noted in the course teaching plan. The institute plans and defines evaluation criteria for Internal Examination (IE) and Internal Continuous Assessment (ICA) marks as per the parent university guidelines.

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	No File Uploaded
Plan developed for the academic year	No File Uploaded
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

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

**D. Any 2 of the above**

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

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

**A. All of the Above**

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

## 1.2 - Academic Flexibility

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

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

2

File Description	Documents
Data as per Data Template	No File Uploaded
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	No File Uploaded
Academic calendar showing time allotted for optional / electives / pedagogy courses	No File Uploaded
Any other relevant information	<a href="#">No</a>

**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	No File Uploaded
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
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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

<b>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</b>	All of the above
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File Description	Documents
Data as per Data Template	No File Uploaded
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

<b>1.2.5 - Number of students who have completed self-study courses ( online /offline, beyond the curriculum) during the year</b>
0

<b>1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year</b>
0

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

<b>1.3 - Curriculum Enrichment</b>
<b>1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.</b>

Design and Development of Career Oriented Courses for Development of Professional Ethics/Skills, Human Values etc: For inculcating several professional and personal development values, the College during past five years has introduced Certificate Courses by focusing more attention

on development professional, human values, and ethical skills. Gender Sensitization Yuvati Sabha, Adiwasi Vikas Manch, avail and provide students awareness regarding gender sensitization related issues. The committees organize several activities regarding creating and developing awareness, skills, training and capacity building programmed such as medical and health check up, Beti Bachao Beti Padhao campaigns, personality development programmed to tribal and rural area students, and poster presentations rallies about save girl child etc. Environment and Sustainability As per the University curriculum, the College offers Environmental Science. Design and Development of Career Oriented Courses for Development of Professional Ethics/Skills, Human Values etc: For inculcating several professional and personal development values, the College during past five years has introduced Certificate Courses by focusing more attention on development professional, human values, and ethical skills. Gender Sensitization Yuvati Sabha, Adiwasi Vikas Manch, avail and provide students awareness regarding gender sensitization related issues. The committees organize several activities regarding creating and developing awareness, skills, training and capacity building programmed such as medical and health check up, Beti Bachao Beti Padhao campaigns, personality development programmed to tribal and rural area students, and poster presentations rallies about save girl child etc. Environment and Sustainability As per the University curriculum, the College offers Environmental Science.

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

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

Yes, institution familiarize students in diversities in school system with special reference to assessment system, development of school system and various issues related to diversities. students introduction to diverse school system is need of time and how students are familiarise with the diversities is crucial now a days that why our college focus on this issues .For school internship programmed, pre & post internship sessions are conducted to familiarize the students for development of school system and related aspects. During internship programme students interact with the school administrative staff and teachers on regular basis and conduct various activities. Consequently they come to know about the assessment system, norms and standards of the school, state wise variations, etc.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded

Any other relevant information	No File Uploaded
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1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

Our institution follows student-centred approach which focus on the need of the student teach teaching methods and techniques such as cooperative learning, inductive learning, problem solvitaught through. Micro teaching, Bridge Lesson and Practice Teaching. Micro- teaching is a modern which many skills like Stimulus variation, Expalnation, Questioning, Narration, Demnstration, BCommunication, are taught. During Micro Teaching the students teacher enhance their capabilities explanations, giving examples, black board writing, demonstration and narration. Before commence are trained through Bridge lesson, where they integrate all the skills learnt during Micro Teach Internship is the core part of Teacher Training program so it is necessary for the student teachabilities in all respects. The purpose behind it is to give first hand experience of academic wo During Internship the student teachers participate in all curricular, co-curricular and extra- an dassist the school teachers in conducting morning assembly, arranging sport events, Annual Dguidance to students with personal attention , office work, reporting of various government schof other teachers lesson, school teachers meeting, attendance record, participation in parent - professional development, planning of school activities etc.

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

**1.4 - Feedback System**

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum - semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	All of the above
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File Description	Documents
Sample filled-in feedback forms of the stake holders	No File Uploaded
Any other relevant information	No File Uploaded

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

103

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

103

File Description	Documents
Data as per Data Template	No File Uploaded
Document relating to sanction of intake from university	No File Uploaded
Approval letter of NCTE for intake of all programs	No File Uploaded
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

50

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

50

File Description	Documents
Data as per Data Template	No File Uploaded
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	No File Uploaded
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	No File Uploaded
Any other relevant information	No File Uploaded

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

10

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

10

File Description	Documents
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Data as per Data Template	No File Uploaded
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 institution assesses the learning levels of the students in two ways at the time of the commencement of the programme. Students enrolled in teacher education programmes are identified as per their learning needs based on their Higher Secondary and graduation marks and then a teaching aptitude test is conducted by the college. A bridge course - "Basics of Computer and Internet" for students is arranged by the college and ICT experts are invited to impart knowledge about hands-on experience on computers and creating technology aided lesson plans. A Bridge Course in Communication skills to help the English medium students to cope with collegiate education is also organized. The college enhances the intellectual capability of advanced learners by motivating them to take part in presentations, seminars, quizzes and group discussions. Meritorious students are allowed to borrow more books from the library than other students. Advanced learners are provided career guidance to appear for competitive examinations like TET, CTET,

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

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

All of the above

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

**2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity**

All of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	No File Uploaded
Reports with seal and signature of the Principal	No File Uploaded
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

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

1:13

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

1:13

File Description	Documents
Data as per Data Template	No File Uploaded
Relevant documents of mentor-mentee activities with seal and signature of the Principal	No File Uploaded
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.

Experiential learning is provided through school internship programmes for B.Ed. so that students may learn by doing/ teaching in real settings and activities like cook without fire are also organized. Teachers also encourage participative learning approaches wherein students take part in various college activities to augment social development which has taken a back seat in the present scenario. Brainstorming and problem solving methodologies are also used and students are encouraged to solve academic problems. Group discussion is encouraged for suitable topics and also when students participate in pre & post internship programmes so that varied ideas can be obtained. Teachers of the College try to make the best use of the technology in their teaching process. Teachers have the knowledge and skills to use new digital tools to help all students achieve high academic standards.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	No File Uploaded
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

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File Description	Documents
Data as per Data Template	No File Uploaded
Link to LMS	Nil
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

103

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

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

Three of the above

Understanding theory courses  
Practice teaching Internship  
Out of class room activities  
Biomechanical and  
Kinesiological activities Field  
sports

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

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

Continual mentoring is provided by teachers for developing professional attributes in students such as group activities are organized to make them learn working in groups and to develop skills like cooperation, coordination and democratic participation.

Academic and personal counseling is provided to deal with student diversity and students from diverse cultural backgrounds are also encouraged to share their cultural practices with peers.

Students are persuaded to stay in harmony with their peers irrespective of caste, colour, region & religion. Students are guided and encouraged to follow professional dress code and code of conduct of the college.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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

Two of the above



linkages of various contexts of education- from local to regional to national to global

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

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

Yes, Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students. The syllabus framed by KBCNMU Jalgaon provides opportunity to the teachers to inculcate creativity, innovativeness, intellectual and thinking skill as well as soft skills empathy and life skills. The syllabus for two year B.Ed. College is design by the university through which all the teacher trainees can develop above mentioned skills and strategies for the development of the students teachers and thereby society.

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

2.4 - Competency and Skill Development

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

All of the above

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

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

Ten/All of the above

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

All of the above

practicing communication in different situations  
 Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’  
 Classroom teaching learning situations along with teacher and peer feedback

File Description	Documents
Data as per Data Template	No File Uploaded
Details of the activities carried out during the academic year in respect of each response indicated	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses**  
 Teacher made written tests essentially based on subject content  
 Observation modes for individual and group activities  
 Performance tests  
 Oral assessment Rating Scales

All of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Samples prepared by students for each indicated assessment tool	No File Uploaded
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
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/

All of the above

developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
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**

All of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
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

The internship programme is planned and prepared meticulously. A senior secondary school where students may have the learning experience in real settings throughout the course. Besides, nearby schools are identified and respective school Principals are requested to grant permission for internship programme. School teachers are oriented well about the programme. An orientation/ pre- internship session is organized for students to explain each task to be done. The teachers of the institution are assigned the duty of visiting the schools on rotation basis to observe and facilitate the interns. Students are exposed to different government and private schools located in rural and urban areas.

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

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

2.4.9.1 - Number of final year students during the academic year

50

File Description	Documents
Data as per Data Template	No File Uploaded
Plan of teacher engagement in school internship	No File Uploaded
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

Five/Six of the above

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

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

Wherever possible during COVID period, Teacher Educators visited the schools to facilitate and monitor the internship programme. Daily attendance of interns is maintained by the school authorities. Teacher Educators and school teachers keep a record of class observation of interns. A record of all activities including lesson plans and presentation is duly checked by teacher educators. School principal orient them about the school and may assign different tasks and duties to them.

File Description	Documents
Documentary evidence in support of the response	No File Uploaded
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)	No File Uploaded
Two filled in sample observation formats for each of the claimed assessors	No File Uploaded
Any other relevant information	No File Uploaded

2.4.13 - Comprehensive appraisal of interns'

Five of the above

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

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	No File Uploaded
Five filled in formats for each of the aspects claimed	No File Uploaded
Any other relevant information	No File Uploaded

## 2.5 - Teacher Profile and Quality

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

5

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

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

2

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

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

63

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

63

File Description	Documents
Copy of the appointment letters of the fulltime teachers	No File Uploaded
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

In house discussions on current developments and issues in education: Teachers attend in house discussions on current developments and issues in education like an extension lecture was organized to deliberate upon new education policy and its implications. Share information with colleagues and with other institutions on policies and regulations.

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

**2.6 - Evaluation Process**

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

Students are assessed on a continuous basis through innovative and refined techniques such as Group Discussions, Teacher Marked Assignments, Class Tests, Oral Tests, Project based Viva voce, Mid Term & Term End Sessional examinations. During lock down period the process of internal assessment was carried out in Online mode. Accordingly, remedial classes and other techniques are used to support learners with different abilities and pace. Students with advanced ability or potential in one or more specific areas are given opportunities to nurture their talent so that it may not remain inchoate in the absence of a meaningful exposure. All students are encouraged to participate in inter-college competitions to optimize their potential.

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

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

Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	No File Uploaded



Annual Institutional plan of action for internal evaluation	No File Uploaded
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

Students, in case of having grievances related to examination can apply to the Principal shortly after the examination is over. The grievances related to Sessional Exams/ Class tests/ Assignments are dealt with at college level. If students have grievances regarding university examination, their grievances/ complaints/ requests are forwarded to the Controller of Examinations for further necessary action in this regard.

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

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

The college prepares and sincerely follows the academic calendar for the conduct of internal evaluation. Dr. D.R.Baviskar and Smt M.V.Wasaikar Assistant Professor A.Y.K.Ks college of Education is examination incharge of the college who initiates the tasks related to exams including issuing of circulars, preparing date sheet for internal examination and viva voce, collecting question papers from faculty, keeping the records, etc.

## 2.7 - Student Performance and Learning Outcomes

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

The PLOs of Teacher Education courses are to make the students good teachers who can disseminate the knowledge effectively in view of paradigm shift in Teacher Education and acquire relevant knowledge with respect to core & elective courses. The teaching learning process of the institution is aligned with PLOs of Teacher Education as due emphasis is given on conceptual as well as practical aspects of core and teaching subjects. A well structured internship programme is being followed for developing teaching skills among teachers to be in B.Ed. programme. The would be Teacher Educators are also oriented to Educational Research. To put it into practice writing of dissertation is compulsory wherein they follow all the steps necessary for any scientific enquiry. For CLOs & PLOs please see the curriculum of B.Ed.

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

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

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

Sincere efforts are always made to keep progressive performance of students and attainment of professional and personal attributes in line with Programmes' Learning Outcomes. Attainment of Course Learning Outcomes is also emphasized while dealing with various Teacher Education courses. A record of performance of students on various internal assessment tasks is maintained and analysed. If need be, intervening strategies can be used for improvement and progression of students in terms of achieving PLOs and CLOs

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

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

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

50

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

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

Students' initially identified learning needs are catered to through instructional strategies such as Class tests and sessional examination. After analyzing their performance, mentoring is provided to students. Academic counseling and peer tutoring are also provided to address the students' diversities and their accommodation. Remedial Learning Engagements are frequently organized.

Collaborative tasks are accomplished by the students. Group discussion, Role-Play, Subject Quiz, News Analysis and Debates on current affairs generate an open-ended creative learning process.

**Learning Enhancement:** Hands-on learning, more formally known as Experiential Education, reflects a teaching philosophy that promotes learning by doing. The strategy allows students to practice guided tactile learning in which they absorb knowledge not only by listening, but by experiencing. Project-based learning, Computer-assisted Learning, Practical demonstration, Implementation of Best practices enhance significance to the learning dexterity of the students. Basics of Computer and Internet, Communicative English and Aptitude are also imparted to the students. Few examples of student academic progression are mentioned below.

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

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

All

## 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

Nil

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

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

Nil

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for

One of the above

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	No File Uploaded
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**

All of the above

File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
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**

Nil

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

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

Nil

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

**3.3 - Outreach Activities**

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

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

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

0

File Description	Documents
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Event-wise newspaper clippings / videos / photographs with captions and dates	No File Uploaded
Report of each outreach activity with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

0

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

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

Nil

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

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

0

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

**3.4 - Collaboration and Linkages**

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

0

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

0

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

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

Nil

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

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

Five/Six of the above

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

**INFRASTRUCTURE AND LEARNING RESOURCES**

**4.1 - Physical Facilities**

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for

the various programme offered Describe the adequacy of facilities for Teaching -Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

The college has adequate physical and academic facilities required as per University and NCTE guidelines to run different programs.

The infrastructure facilities and learning resources are categorized as under:

(a) Learning Resources include resources and infrastructure required for the library, laboratories, computer centre, classroom teaching, events, meetings and conferences.

(b) Support facilities include hostels, non-resident students' centre, canteens, convocation hall, seminar halls, auditorium, sports grounds

Utilities include safe drinking water, Lecture Hall, Seminar Hall, Computer and LCD Projector Library and Reading room with internet facilities ICT Resource Centre, Psychology Resource Centre, Science Resource Centre, Mathematics Resource Centre, Social Studies Resource Centre, Languages Resource Centre, Arts & Crafts Resource Centre, Computer Laboratory for students Computer section for faculty Tutorial Rooms Principal's Office, Administrative Office, Multimedia Lab, Visitor's Room/ , Girls' Common Room, Boys' Common Room, Teaching Aids Display/Resource Room Health/ Yoga Resource Centre, Separate Toilets for boys and girls, Parking Space.

File Description	Documents
List of physical facilities available for teaching learning	No File Uploaded
Geo-tagged photographs	No File Uploaded
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**

4

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

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

204947

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	No File Uploaded



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 college have central library for students, teachers and staff. Advisory Board which looks into the matter of maintaining and proper functioning of the library. The issues concerning purchase and up gradation of library facilities are decided by this committee. The total collection of the books in the library is 10869 including text books, reference books, journals, periodicals, general knowledge. Library provides services to the teachers, students and staff of the college. The library has one reading room. The library has collection of various reference books, teaching aids, text books, journals and magazines and newspapers etc.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	<a href="#">Nil</a>
Any other relevant information	No File Uploaded

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

Nil

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

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

One of the above

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

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

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	No File Uploaded
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

60

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	No File Uploaded
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="#">Nil</a>
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**

All of the above

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

#### 4.3 - ICT Infrastructure

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

The college has upgraded Internet Connection bandwidth. In the last few years bandwidth is of 50 Mbps speed. It has been upgraded in 5 Mbps to 100 Mbps speed with Wi-Fi facility. The high speed Airtel Internal Wi-Fi facility is available for teachers and office staff.

The college has Airtel connection of (fiber-optic cable) 4mbps. The library and office in the college are connected to the internet. The internet facility upgraded with 100 Mbps speed with 2.4 GHz network band. The entire campus of the college is also covered with CCTV cameras.

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

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

1:20

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

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

One of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	<a href="#">Nil</a>
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	<a href="#">Nil</a>

Any other relevant information	No File Uploaded
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#### 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)

224947

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

The college provide various infrastructure facilities such as 2 class room, 2 laboratories, 1 auditorium hall, library facilities, staff room, ladies common room. The college campus is under the CCTV surveillance at difference important locations. The college campus has system for maintenance of all these facilities. The given physical facilities are maintained by plumber, electrician, gardener, sweeper, carpenter, and watchman etc. By college authority under the guidance of college principal. The inverter, computer, CCTV cameras, water cooler, internet facility are maintained by various manpower. Well furnished classroom with proper seating arrangements, light and ventilations facility is available.

As per any requirement the purchase equipment under the guidance principal. The laboratory attendant. A rich library with Variety of books facility is available for the students and teachers. Library committee constituted to keep this valuable service updated. Books, Journals and newspaper are purchased as per the requirement. The college library books are regularly cleaned under the guidance of librarian. Our college has a big ground for the sports purpose. The college sports facility are used by students.

Laboratory: Laboratories are regularly maintained by the Laboratory attendant. Equipment is maintained properly, calibrated and serviced periodically.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="#">Nil</a>
Any other relevant information	No File Uploaded

### STUDENT SUPPORT AND PROGRESSION

#### 5.1 - Student Support

5.1.1 - A range of capability building and skill	All of the above
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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

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

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

**5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases  
 Implementation of guidelines of statutory/regulatory bodies  
 Organization wide awareness and undertakings on policies with zero tolerance**

A. All of the above

**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	No File Uploaded
Institutional guidelines for students' grievance redressal	No File Uploaded
Composition of the student grievance redressal committee including sexual harassment and ragging	No File Uploaded
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

**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)**

Five or more of the above

File Description	Documents
Data as per Data template	No File Uploaded
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	No File Uploaded
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
50	50

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

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

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

50

File Description	Documents
Data as per Data Template	No File Uploaded
Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

02

File Description	Documents
Data as per Data Template	No File Uploaded
Copy of certificates for qualifying in the state/national examination	No File Uploaded
Any other relevant information	No File Uploaded

### 5.3 - Student Participation and Activities

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

The Student Council is the chief student body of RCP College of Education. The council acknowledges various problems faced by students in the college and comes up with meaningful solutions for the same. The council acts as a bridge between management and students and implements ideas for the betterment of the college. Class representative: Both programmes have class representatives. The Class representatives provide feedback on all aspects of the programme and respective course. Class representative Meetings are held regularly, at least twice each semester. Cultural and Sports Committees: Students have strong representations in all cultural and sports and games committees and help in the organization and management of events.

File Description	Documents
Copy of constitution of student council signed by the Principal	No File Uploaded

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

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

2

File Description	Documents
Data as per Data Template	No File Uploaded
Reports of the events along with the photographs with captions and dates	No File Uploaded
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	No File Uploaded

### 5.4 - Alumni Engagement

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

Alumni is an effective role models and can be easily accepted by students. Experiences that are shared by the alumni with students whether in time management, financial management, development of self-discipline and character, or career management can be more easily accepted and imbibed by students. In this way, alumni can assist in strengthening confidence, improving motivation, and inculcating the right culture in line with what the institution intends to convey to its students. The College invites former teachers as well as old students on a regular basis for interaction.

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

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

All of the above

File Description	Documents
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Documentary evidence for the selected claim	No File Uploaded
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	No File Uploaded
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	No File Uploaded
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	No File Uploaded
Any other relevant information	No File Uploaded

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

Abhay Yuwa Kalyan Kendra's College of Education has always valued the contribution made by its illustrious alumni spread over different parts of the globe. The Association is playing a pivotal role in keeping them connected. Alumni of the institute: 1. Assist in planning and organization of activities in the college. 3. Assist in conducting Practice Teaching sessions in Schools Help in conducting B.Ed. Practical examinations in the College. 4. Provide training in entrepreneurial skills to students. 5. Motivate school students to participate in Inter School Competition organized by the College every year. 6. Encourage their colleagues to attend Seminars/ Conferences/ Workshops organized by the college.

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

### GOVERNANCE, LEADERSHIP AND MANAGEMENT

#### 6.1 - Institutional Vision and Leadership

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

VISION STATEMENT -The executive council and college development committee of Abhay Yuwa Kalyan Kendra's are the apex body of the college that the plans policies and development of college.

"To Impart quality higher education and inculcate social and human values among the girls and to built a strong Nation."

MISSION - "Higher education for women to improve the understanding and qualify them, to support the brightest characters in all stages of life."

Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association

No File Uploaded

Any other relevant information

No File Uploaded

The institute adheres to its well-defined and inclusive noble mission and vision on the path of progress It has made a steady progress seeking inspiration from its Motto, "Nahi Dnyanen Sadrusham Pavitram Ih Vidyate", for the benefit and welfare of the messes. By keeping his in view, the liberal leadership of our institute is committed to service to the society. All members of the management of the institute are highly qualified persons, who look after planning and management of the college keenly.

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

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

The Management provides morel and material support and freedom to the staff for performing various activities of the institute. The staff member always give positive response to the initiatives taken by the management. The outstanding performance of the staff members in appreciated in general functions of Abhay Yuwa Kalyan Kendra's Annual Gathering of Employees and college programmes by the management. The faculty is provide adequate facilities such as library and duty leave. They are encourages to participate in various training programmes, courses training camp, conferences, workshop, seminars etc. in order to achieves desirable level of proficiency in teaching.

Executive Body : Executive body is the apex body of the college. There are 9members in the executive council such as president, secretary, Treasurer and other members.

Internal Quality Assurance Cell : IQAC play a catalytic role in college for quality enhancement. It comprises 15 members including principal, management representatives, nominee from local society, teacher - students -alumni representatives, non teaching representatives.

Coordinator Principal - Principal is the head of institution as administrative officer and member secretary in CDC. He is assisted in his responsibility by IQAC.

College Development Committee : The college development committee comprises of president, secretary, head of the department, teacher representatives, non teaching representatives, IQAC coordinator, student representatives, principal as member secretary and local member.

File Description	Documents
Relevant documents to indicate decentralization and participative management	No File Uploaded
Any other relevant information	No File Uploaded

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

The institution maintains transparency in its financial, academic, administrative and other functions The website has all relevant information of programmed, faculty, amenities, academic calendar, examinations etc

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	No File Uploaded
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

It is reflected in our goal and mission. The motto of our institute is "Nahi Dnyanen Sadrusham Pavitram Ih Vidyate" i.e. to spread the knowledge to the students and share with all the subject welfare and well-being of the masses. The institutions strives to prepare well-learned, self-reliant, self-confident, self-employment and ideal citizens. The quality is maintained through academic programmes, extra-curricular and co-curricular, providing various types of exposure, counseling, guidance, competition debating, sports, games. In order to realize these objectives, we organize workshop, seminars, discussion sessions, guest lecturers of eminent persons and experts on an often. The institution

Takes a review of its performance from time to time taking into consideration the results of university examinations, percentage rate of progression and job opportunities sort and own by students in different sectors or in respect of self-employment. Online International Yoga Day conducted on 21st June2020. Around faculty members & students were participated

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="#">Nil</a>

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

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

The management provides moral and material support and freedom to the staff for performing various Activities of the institute. The staff members always give positive response to the initiatives taken by the management. The outstanding performance of the staff members is appreciated in general functions of Abhay Yuwa Kalyan Kendra's Annual gathering of employees and college programme by the Management. The faculty is provided adequate facilities such as library and duty leave. They are encouraged to participate in various training programmes, course, training camp, conference, workshop seminars etc. in order to achieve desirable level of proficiency in teaching.

Executive Body : Executive body is the apex body of the college. There are 9members in the executive council such as president, secretary, Treasurer and other members.

Coordinator Principal - Principal is the head of institution as administrative officer and member secretary in CDC. He is assisted in his responsibility by IQAC.

College Development Committee : The college development committee comprises of president, secretary, head of the department, teacher representatives, non teaching representatives, IQAC coordinator, student representatives, principal as member secretary and local member.

File Description	Documents
Link to organogram on the institutional website	<a href="#">Nil</a>
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

All of the above

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

Any other relevant information

No File Uploaded

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

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

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

### 6.3 - Faculty Empowerment Strategies

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

The institution has certain welfare measures for teaching and non-teaching staff. The details are as follows Promotional benefit: THE Teaching staff is granted duty leave to participate in various UGC-MHRDC sponsored courses such as orientation

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

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

Nil

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

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

Nil

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

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

00

File Description	Documents
Data as per Data Template	No File Uploaded
Copy of Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

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

The college has implemented scoring based API and PBAS (Academic Performance Indicator and Performance Based Appraisal System) as suggested by the affiliated university as per the guideline of the UGC New Delhi for the teaching staff. The institution has prepared its own API system and teaching workload form last 6-7 years. The API collected annually by the IQAC from the teaching staff and screen in the light of the documents for the scoring purpose. The IQAC also collects regular feedback on teaching from the students and also analyses the subject wise result of the teachers. The detail report of the performance in API, feedback and subject wise result has been submitted to the Principal for the suitable remarks. In case of non-teaching staff, structured "Appraisal System" as prescribed by the government of Maharashtra has been implemented by the institution. The college administration also gets individual faculty confidential reports, CRs every year and verifies it through proper channel such as Teachers- Head of department □ Principal- Management. To practice the teaching staff performance appraisal system, SES, the college management has prepared a meticulous institutional API system

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

#### 6.4 - Financial Management and Resource Mobilization

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

There is an internal audit system employed by the College Management. It regularly inspects at the internal audit of the functions and events organized. The prime objective of institutional financial audit is to review the income, expenditure, and financial position of the institute.

Internal checking ensures that the financial transactions made are transparent and are in accordance with the rules and regulations made by the government and educational society, the recurring and non-recurring expenses. A pre-defined institutional procedure is followed by the College for various purchases and expenses where systematized process arranges for the same. The SES appointed internal auditor and a financial officer to look into the internal audit check matters. External Audit The External Audit is conducted by the registered CA (Chartered Accountant). The institution hires the service for the external audit. The report of the external audit is submitted to the affiliating university and department of Higher Education, Government of Maharashtra. Similarly, affiliating University also conducts external audit with the help of University auditors as the institute receives grants from affiliating University.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	No File Uploaded
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)

Nil

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

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

The mobilization of funds from neighborhood sources is the biggest challenge before the Institution. The institute is located in the semi urban where more than 75% of the neighborhood community is living below poverty line. About 90% students of the college belong to ST, SC, and OBC categories and they are admitted on very low fees basis. Since last 20 years, no development grants of any type are received from the Government of Maharashtra except salary grant to teaching and non-teaching staff. Apart from this, the affiliating University contributes some funds in

organizing extra-curricular events. The faculty of the Institute along the members of the government body contributes on many occasions to maintain the quality standard and funds like poor students funds are raised. The budget and financial planning are prepared in order to ensure optimum utilization of resources. The LMC and CDC approve budget and forward it to the Managing committee of the Shirpur Education Society for further approval. The expenses incurred for day to day academic and administrative operations are under the power of the Principal of the College.

Major amount is utilized on payment of the salary of the non-grant teaching and non-teaching staff.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

## 6.5 - Internal Quality Assurance System

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

The Internal Quality Assurance Cell (IQAC) of the institute has been trying to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution The IQAC cell is progressive to implement the quality measures and initiatives to make the rural and tribal youth highly educated and ensures the all-round development by learning them life management tricks. The process of development of quality culture has been continued during this year, since then the IQAC has suggested many practices in curricula, student welfare, teacher welfare etc. and have achieved milestones as under: Following are the regular activities of the IQAC

Initiation of Online Feedback system for students & staff.

Regular practice to conducting of ICT lectures Org

anization of more gender-sensitization programmes

NAAC A& A Process for Cycle-3 Faculty appraisal policy

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

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

The IQAC is meticulously planning on certain designed quality strategies in overall development of the college. At the beginning of every academic year, the IQAC calls on its first meeting on validation and verification



of faculty submitted institutional API and Faculty Workload details of the previous year. The second meeting is usually organized in the month of June to design and deploy quality policies for Academic, Curricular, co curricular, extra-curricular, extension, faculty research, organization of academic events such as conferences, seminars, workshops etc.

Besides, augmentation in respect to innovative and recent teaching-learning and evaluation practices, more student and staff development related practices, professional development initiatives, research and extension activities etc. Teaching, Learning, Evaluation: The IQAC regularly collects the feedback on teaching, curriculum and facilities and submit the reports to the higher authorities. Faculty and Students Empowerment Strategies: Regular organization and promotion of Faculty Development Programme during the academic year. Staff Academy is formed to invite expert lectures for teaching and non-teaching staff on various topics like Computer and Internet literacy, Google Classroom, Teacher Quality and Professional lEthics, Heath and Hygiene, Career Development, etc

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

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

Four of the above

**Institution(s) Participation in NIRF**

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

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

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

1. Bringing classes Online during pandemic
2. Providing facilities to students who are not able to join online classes.

**Blended learning**

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

## **INSTITUTIONAL VALUES AND BEST PRACTICES**

### **7.1 - Institutional Values and Social Responsibilities**

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

**Response: Safety: The measures to maintain the safety for all the girl students on the campus undertaken by the college are: Anti-Sexual Harassment cell is formed as per the guidelines of the UGC, State Govt. and the Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon guidelines. Security: The college management has hired a private security agency for 24/7 guarding on the entrance as well as on the campus. The entire campus is under the CCTV surveillance. The**

- Supporting document of participation in NIRF

No File Uploaded

## Feedback analysis report

No File Uploaded

Any other relevant information

No File Uploaded

File Description

Documents

Relevant documentary evidence in support of the claim

No File Uploaded

Any other relevant information

No File Uploaded

passages, stair cases, verandas, library reading room, library are always under the CCTV surveillance. For night security, the college has arranged for the flood lights on the campus. Police helpline numbers are displayed at several places on the campus. Common room: A Girls Common room with well equipped facilities is made available. Separate toilets and wash rooms are made available for girls. Counseling-Grievance Redresses and Mentor-Mentee Committee: To effectively respond to the gender sensitivity issue, a counseling centre and committee is also formed to look after the individual, family, social, financial, academic problems of the students. Women's Grievance Redressed Cell and the Anti-Sexual Harassment Cell undertake initiatives for assisting girl students especially coming from rural, tribal, and hilly area.

File Description	Documents
Institution's energy policy document	No File Uploaded
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.

Ours is the single stream college i.e. College of Education and hence there is not much problem about the E-waste. The solid waste in the form a papers, registers, rubber, pencils, pens chalks, broken chairs, tables benches, lab equipments etc. are managed properly through dustbins and stack rooks. The institute management itself promotes and implements for cleanliness. Following are few measure taken to keep the campus clean by managing the waste.

The staff takes care of the waste and keep the campus and classrooms clean. The dustbins are placed at various places in the building

The waste collected on the campus is taken away by the municipal corporation garbage van i.e. through the decided proper channel of the town.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded

Any other relevant information	No File Uploaded
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7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	One of the above
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File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	No File Uploaded
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

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

Green Audit;Energy Audit;Plastic-Free CampusInstitution orgnizes Covid 19 related awareness activities and programs as well as cleanliness campaigns, personal hygienic, health awareness, life style promotion, environment and social welfare programs, cashless society, Save Girl child etc. Generator, Air Conditioner, UPS and Batteries: Repairing and maintenance of Generator, UPS and Batteries are ensured through annual maintenance contracts. Health and Hygiene: Institute has appointed housekeeping staff on full-time basis to maintain cleanliness and hygienic conditions. Students are encouraged to participate in several community services. They extend their voluntary services for organizing blood donation camps, AIDS awareness rallies, literacy mission rallies, health and hygiene awareness, tree plantation, cleanliness campaigns etc.

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

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

All of the above

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

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

224947

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

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

Institution orgnizes Covid 19 related awareness activities and programs. Environment and social welfare programs, cashless society, Save Girl child etc.

Regular celebrations of Independence Day (15 August), Republic Day (26 January), Voters Day (25 January), Constitution Day (26 November), Population Day (11 July) etc.

Students and staff get involved in any national integration, communal harmony, nationally important campaigns like Beti Bachao Beti Padhao, Literacy Mission, Swachhha Bharat Abhiyan, Pulse Polio Immunization campaign, Digital India initiative, etc. organized by the college or the Management or Municipal Council of the town.

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

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

**7.2 - Best Practices**

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

Best Practice No.1:Soft Skill Development Program  
 Best Practice No.2:Use of ICT in Teaching and Learning Process

File Description	Documents
Photos related to two best practices of the Institution	No File Uploaded
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

A) Teaching, Learning, and Evaluation: Sets standards and bench marks for quantitative and qualitative performance Prepares action plan in the beginning of the year towards qualityenhancement and its effective

implementation to initiate quality strategies in teaching-learning process. Suggests measures to achieve the set goals and targets through monitoring on the process by effectively delivering the contents. IQAC in co-operation with faculty members tries to find out remedies to overcome short comings identified through feedback for institutional quality development plans. B) Curricular, Co-curricular, Professional Development: The API system has designed contents for curricular, co-curricular, and professional development by keeping in view the institutional vision and mission. The college Management is proactive in initiating various quality measures. The Institutional API encourages faculty members to get completely involved in promoting and carrying out various activities for students development. Following activities have been the key areas. 1. Student related co-curricular, extension and field based activities 2.

Contribution to corporate life and community work 3. Community work, participation in community enrichment programmes 4. Administrative and academic committee role 5. Professional development activities including organization, attendance, presentation in state, national, international seminars, workshops, conferences.

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