



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

ABHAY YUWA KALYAN KENDRA'S COLLEGE OF EDUCATION, DHULE

NEW MUMBAI AGRA ROAD, OPP. NALANDA HOTEL, DHULE
424004
aykkbed.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The AYKK's College of Education was established in the year 1986 with the main objective to provide Teacher Education Programme. Initially it was affiliated with Pune University. Later North Maharashtra University was established at Jalgaon in the year 1991 and since then the college is affiliated with it. The College is the only college in the University region which provides eight teaching methods (Marathi, Hindi, English, Geography, History, Mathematics, Science and Commerce)

Vision

To impart quality higher education and inculcate social and human values among the girls and to build a strong Nation.

Mission

To impart relevant quality of training programme of education to rural, urban and weaker section of the society to make them effective teacher for the society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Institute is built up area 528 square meters with good amenities and nearby highway.
2. The Institute has good infrastructural facilities which includes classrooms, labs, library, playground, Wi-Fi system etc.
3. Facility of indoor and outdoor games is available in the college.
4. The faculty members are well qualified and competent enough with knowledge and skill.
5. The Institute has a good network of schools. These Schools are helpful for student teachers for practice teaching.
6. Ragging Free Campus
7. Fair and Transparent system of admission

Institutional Weakness

1. Institute is a self-financed institute. So issue of availability of funds arises some time
2. Because of the unavailability of hostel facilities some students, especially girls face problems with accommodation.

Institutional Opportunity

1. Preparation for 12(B) for grant from UGC / Govt.
2. Collaboration with national and international institutes and schools for advanced studies.
3. Preparation for 'institute with potential' for excellence

Institutional Challenge

1. Majority of students admitted in institute are from rural areas and with weak financial background so adequate collection of fees is the big challenge
2. Because of the late deposition of Scholarship by the government, students are unable to pay college fees in time.
3. Delay in admission process
4. Running of upcoming integrated B.Ed. course.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College is associated with K.B.C. North Maharashtra University Jalgaon. University board of studies members develop syllabus and curriculum, which colleges execute. The B.Ed. programme is two years and curriculum include theory and practical. Academic calendar is crucial to syllabus reform. College's schedule theoretical lectures, micro teaching, internal tutorial examinations and practise school sessions at the start of each academic year. These are prominent B.Ed. activities. Other important college activities include school internship, when student instructors join school for three months and complete all university activities. This whole action demands a flawless timetable, which college student teachers get. Programme learning outcomes (PLOs) concentrate on curriculum learning outcomes for all organisational planning programmes. Periodically, the website and prospectus provide information on the institute's PLOs and CLOs. Students' introduction programmes expose new students to teachers and facilities. Library and computer facilities are provided to the students to complete the course in the institute for self-study. In our college additional self-study courses has been given while the B.Ed. course is running, including 4 Typing 3 MSCIT reported that one student has completed the yoga teacher course. Our college celebrate national initiatives and create social programmes to

improve student skills. Also, the school internship programme gives B.Ed. students real-world experience, information about its operations, attendance, teacher trainee schedules, and school events.

Teaching-learning and Evaluation

A.Y.K.K's College of Education conducts various activities for student development. These activities can be mainly divided into two parts. A student teacher is evaluated according to both types of activities, one is curricular activities and the other is extra-curriculum activities. A.Y.K.K's College of Education conducts holistic development and evaluation of students over a period of two years as per the syllabus prescribed by NCTE as well as the University. For the academic development of the student, the curriculum decided by the university is divided into two main parts theory and practical work. Also, this course is of two years and for the first-year theory is worth 420 marks and practical work is worth 580 marks. For the second-year theory is for 530 marks and practical for 470 marks. It is a course of 90 credits of total 2000 marks. Co-curriculum and extra-curriculum activities are organized for the overall development of students. Micro teaching skills are studied in the first year after student admission. Learning various skills in it. Includes integrated skills lesson as well as classroom teaching. Theory papers are also taught. Tests are conducted for evaluation; student is evaluated internally as well as university level. Test Tutorial in Internal Evaluation, Also, students lagging behind in studies are guided and re-evaluated. Practical work is also taught and assessed. Micro lesson observation and classroom lesson observation, evaluation is done.

Infrastructure and Learning Resources

Various teaching and learning facilities are available in college. Total 2 classrooms, a multipurpose or seminar hall, library, reading room computer lab, psychology lab, staff room, store room have been available. Also, for male and female students' common room available. Principal room is separate. College also has ground and parking facility. Sports material available for students. Method rooms have total five classrooms in college. Dr. D.R. Baviskar and Dr. Vaishali Sonavane has received PhD degree and has also received guidance of Ph.D. There are a total 22 computers available. Wi-Fi also available. Our college students gifted for library a reference book and geometrical box. ICT facilities in college are available 2 white board and LCD projector, computer with speaker is available. There are many books available in the library and Book bank system for students. Yearly audit report has been updated.

The details of infrastructural facilities available in the college are enlisted 1. College has large 528 sq.m. square meter built up area 2. Spacious and airy classrooms 2. well equipped computer lab 4. Library with reading room 5. Girl's common room 6. Rest room for ill students with first aid facilities 7. Separate toilets for girls boys and staff multiples and cultural hall 8. Facility of indoor games with facility of outdoor games. 9. Parking stand for vehicles 10. Clean Drinking water 13. CCTV Surveillance and WiFi.

Student Support and Progression

Various activities are conducted by the institute for capacity building and skill enhancement such as workshop seminars as well as various educational value-added programs organised in which the chief guests, mentors, and present students and professors in the last 5 years. Contains information and photos of facilities for students

in the institute building like parking, library, book bank, girls' common room, boys common room girls' toilet, gents' toilet etc. Contains information about the grievance redressal committee and Anti ragging committee, it contains the list of members of the grievance redressal Committee for the last 5 years, the meetings of the committee and the measures taken on the complaints received. Details of students who have completed the course in the last 5 years, teachers and other students taking private classes are given and their evidence is also attached. In information of post-graduation students after completion of B.Ed. course. Those students' post-graduation related course proof like results certificate is given. State level SET/TET/CTET exam Qualified candidates names and evidence like results/certificate passing year and number of candidates is given. Students have provided information and evidence about self-study courses like Typing MSCIT as well as other courses like certificates courses of students. Contains information on student council. There is formation of student council and other information. Photos reports of cultural and sports events organised in the last 5 years along with other information are given. Contains the creation of the Alumni Association as well as the list of members of the Alumni Association for the last 5 years. The students of the Alumni Association have provided information to the newly admitted students regarding guidance counselling for curriculum co- curriculum program and participation in educational cultural programs and guidance for employment, new job, and career. Gives the details of the meetings held by the Alumni Association in the last 5 years.

Governance, Leadership and Management

VISION STATEMENT - Abhay Yuva Kalyan Kendra's Executive Council and College Development Committee is the apex body of the college which plans the policies and development of the college. "To impart quality higher education and create social and human values in girls and to build a strong nation.

Mission – "Higher education to improve the understanding of women and qualify them to support brilliant characters in all stages of life."

The organization adheres to its well-defined and all-embracing nobility the mission and vision are fixed on the path of progress. A progress inspired by the motto "*Nahi Gyanen Sadrusham*

Pavitram eh vidyate", for benefit and welfare.

Keeping this in mind, our organization has a liberal leadership committed to social service. All members of management. Through different committees, the goals and policies of the committees are decided, and through these committees, different problems are raised and these problems are also resolved. Their agenda is decided and it is done through this agenda.

All stakeholders of the college like members of management council, teaching staff and non-teaching staff play their role efficiently to achieve objectives which are stated in the vision and mission of the institute. We follow the policy of decentralization in governance and according to it every member of college remembers his own duties and responsibilities. At the time of taking every decision and adopting any policy priority is always given to faculty empowerment and student support There are establishment of various committees for good governance like anti ragging committee, time table committee, grievance redressal committee. Every administrative decision of the college is taken according to Government rules and regulations. In the financial management there is proper record keeping of every income and expenditure activity. Internal quality assurance systems always work to maintain the quality and standard of every academic session.

Institutional Values and Best Practices

The college has adopted an energy conservation policy to minimize energy consumption. There are some rules in our college, such as 1. When leaving the classroom, turn off all lights and fans completely. 2. Natural sunlight is sufficient during the day, so avoid using light during the day. 3. There is a pedestrian zone on the college campus that minimizes the use of vehicles. 4. All waste containers are collected in the same place to prepare the compost pit which serves as fertilizer for all trees and shrubs on campus.

There are three best practices in our university:

1) Soft Skills Development: - Soft skills development includes communication skills, leadership, teamwork, decision making, social skills, active skills, public speaking, self-confidence, attitude towards learning, critical thinking, Determination. Competency problems etc.

2) Visit to Old-Age-Home: During the visit, various programs were planned and the principal and trainee teachers were present, collected around 150 kg of rice on visited place. The area where the elderly was cooked and fed was cleaned. The seniors were fed by students, teachers, professors and the principal. We visit Old Age Home, like Salawad, and learn how food is properly served to the people, how food is properly distributed to the elders and how well they are cared for.

3) Educational stationary distribution: - Every year learning materials are distributed to various education departments through Abhay Yuva Kalyan Kendra Dhule. During the student teacher's stay, teaching materials are distributed to student teachers and various personalities such as the headmaster, the school principal and the school president.

Research and Outreach Activities

Various activities are conducted in the college. It conducts programs like cleanliness campaign, AIDS awareness program, tree plantation, elocution competition, blood donation camp and online teaching in Covid-19. Various leaders birth anniversary and death anniversary are celebrated in the college. In our college yoga day is also celebrated every year. The professors of the college have published their articles in seminar, conference as well as in different journals. Various awards received by the professors of the college have been given in it. Our college professor Dr. D.R. Baviskar has received Guru Gaurav award and a student of our college has received the Adarsh Shikshak Award. Faculty members of the college are also granted study leave for PhD and funds for orientation program and refresher course are also provided. B.Ed. course has internship program so student go to different schools. The college has on MoU with those schools. B.Ed. college has also linkage with different colleges.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ABHAY YUWA KALYAN KENDRA'S COLLEGE OF EDUCATION, DHULE
Address	New Mumbai Agra Road, Opp. Nalanda Hotel, Dhule
City	Dhule
State	Maharashtra
Pin	424004
Website	aykkbed.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Shantaram Gambhir Baviskar	02562-230010	8329702655	02562-230010	abhaybed_1986@rediffmail.com
IQAC / CIQA coordinator	Dipak Ramdas Baviskar	2562-230010	8999048147	2562-230010	dipak22kar10@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Kavayitri Bahinabai Chaudhari North Maharashtra University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	27-02-2009	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	13-08-2015	1000	NCTE didnot given the validity on the certificate

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence (CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	New Mumbai Agra Road, Opp. Nalanda Hotel, Dhule	Urban	0.62	1500

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,Education	24	Any Graduation	Marathi	200	200

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				12			
Recruited	0	0	0	0	0	0	0	0	2	3	0	5
Yet to Recruit	0				0				7			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	1	1	0	2
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	6	1	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	2	0	3
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	1	0	2
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	86	0	0	0	86
	Female	120	0	0	0	120
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	1	0	1	1
	Female	2	0	0	4
	Others	0	0	0	0
ST	Male	0	1	6	16
	Female	0	0	1	5
	Others	0	0	0	0
OBC	Male	7	6	6	11
	Female	12	17	14	33
	Others	0	0	0	0
General	Male	6	7	8	9
	Female	12	19	17	24
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		40	50	53	103

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Bachelor of Education (B.Ed.) programme is characterised by its multidisciplinary nature. Interdisciplinary courses lack rigid delineations between topic areas. The curriculum of the Bachelor
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	<p>of Education (B.Ed.) programme encompasses several subjects, including languages, science, mathematics, history, and geography, whereby students acquire knowledge and skills via the study of different instructional methodologies. These strategies are considered to be unique or distinctive to them. The choice of specific methodologies is contingent upon the field of study in which one is pursuing a degree. The cohort of accepted students included individuals from many academic backgrounds, including arts, science, and business. All enrolled students are required to pursue a curriculum that includes foundational courses in philosophy, psychology, and sociology. The aforementioned approach is also seen in extracurricular activities, as students participate in the celebration of both Science Day and Language Day.</p>
2. Academic bank of credits (ABC):	Not Applicable
3. Skill development:	<p>It is essential that educators possess a high level of proficiency in order to effectively enhance the teaching and learning abilities of student teachers throughout the academic year. Life skills are a fundamental aspect of an individual's existence. The need of this phenomenon is evident in contemporary society. The inclusion of life skill education in the curriculum is aimed at fostering the development of many types of life skills and soft skills. The teacher educator elucidates the significance of life skills and soft skills. Our institution is dedicated to the education and training of teachers, and as such, we consistently strive to enhance the abilities of our student teachers via the implementation of the following activities. (i) Development of Communication Skills - In order to enhance one's communication skills, the college provides a daily assembly where each student has the opportunity to speak in front of their peers. During these assemblies, students engage in activities such as narrating moral tales and posing questions related to general knowledge. (ii) Time management is a crucial aspect of the B.Ed. programme, with micro teaching and practice school sessions being of utmost significance. These exercises facilitate the development of time management and several other abilities in student teachers. (iii) collaboration and Leadership: The Internship Programme is designed to facilitate the development of soft skills such as collaboration and</p>

	<p>leadership. Which group of students is responsible for managing curricular and extracurricular activities, such as unit exams, drawing contests, and sports events.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The Marathi language is predominantly selected by a significant proportion of pupils as the primary medium of instruction. A limited number of pupils choose for the English language as their preferred medium of teaching. Faculty members use a multilingual instructional approach to deliver their lessons. A significant proportion of the student population at college originates from tribal regions. The college organises cultural activities that include the presentation of tribal melodies and tribal dance, alongside the commemoration of national occasions such as Independence Day, Republic Day, Gandhi Jayanti, and Hindi Language Day.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>As stated in the college's vision and purpose statement, the institution places great importance on social commitment. Consequently, it considers it a duty and obligation to produce exemplary educators for the betterment of society. The institution consistently attempts to cultivate student teachers who possess strong moral and constitutional principles, as well as a high degree of critical thinking skills, therefore embodying the traits of an exemplary citizen. The institution places emphasis on outcome-based education using this approach.</p>
<p>6. Distance education/online education:</p>	<p>The college did not offer any distance education courses, but because to the Covid-19 epidemic, all teaching and learning activities were conducted online. The online lectures were presented by faculty members. Students use online platforms to engage in various academic pursuits, such as practicing school classes and participating in other educational endeavors. During the time of lock-down, universities also administered final examinations using online platforms. The online examination coordination responsibility was assigned to the faculty of the college.</p>

Institutional Initiatives for Electoral Literacy

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<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literary Club (ELC) has been set up in the college electoral literary club has been set up in college since last five years. In our college electoral literary mission has been organized by inviting electoral officer from district level. The students are admitted in college have been persuaded to fill their own electoral form as best citizen. The students also enlighten to the local peoples by organizing rallies in the school internship program and also help the people and new voters to fill their forms. The faculty members are observe these activities. The letters of university as well as government regarding ELC have been taken and positive actions done in college.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>One of the faculty members owns responsibility under his governance the student's coordinating faculty members are appointed in the college. This ELC committee use to work in society. The students in our college along with coordinators and coordinating teaching faculty members have been co-ordinate their work.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Under the observation and guidance ELC the committee has worked hard for making registration of students. The student volunteers are visiting slum area, tribal areas and SC, ST, VJNT, NT Localities nearby Villages. The faculty members in the committee have organized corner public meeting to enlighten poll, and voter awareness programme, the volunteer helps adult voter to reach to polling booth in their concern villages. They helped Senior Citizen and physically disabled person's to strengthen Indian democracy by supporting work of ELC in our college</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>ELC has prepared questionnaire about poll, voting and electoral responsibilities and impediments in process. The students send to hereby village to take survey. Corner meetings have been organized by the permission and co-ordination of sarpanch (Head of the village) with the other members. In which the faculty members, the leaders and social workers use to force voters to participate in electoral process with love, affection and human rights to be performed casually. These things are up rooted among the citizen through the committee special project has not been initiated in our college.</p>
<p>5. Extent of students above 18 years who are yet to be</p>	<p>Our college students fill their own electoral forms</p>

enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

and persuaded other youths (boys and girls) to be enlisted and fill their voter form and have their identity as responsible citizen. It is this process for strengthening Indian democracy by electing great, good and best leader for outstanding India in the perception of Dr. APJ Abdul Kalam.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
206	156	102	90	88
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	50	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	25	25	25
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	52	50	40	48
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	52	50	40	48
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
103	103	53	50	40
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1**

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	5	5	5
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

2.2

Number of Sanctioned posts year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	12	12
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
27.68	19.79	15.05	33.47	23.46
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2

Number of Computers in the institution for academic purposes..

Response: 22

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

The Abhay Yuva Kalyan Kendra College of Education, Dhule, which is affiliated with Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon, follows the curriculum for the B.Ed. programme as designed by the university. The college is responsible for the effective execution of this curriculum. The curriculum includes an internal marking system, a comprehensive list of practical work, and detailed information pertaining to both internal and external examinations. The college effectively facilitates the transmission of the university's curriculum and syllabus to the students, according rigorously to the directions provided by the institution. Whenever a university modifies its syllabus, it organises a workshop to engage in a comprehensive discussion about the course particulars. This workshop involves the participation of subject matter experts who collaborate to develop the course content. Additionally, the workshop facilitates in-depth deliberations among the instructors pertaining to the relevant subject matter. The process of determining the inclusion and exclusion of certain components in the syllabus is guided by careful consideration of the local context, followed by the finalisation of the syllabus. The college implements the agreed syllabus. The college facilitates the transmission of the curriculum determined by the University to the students.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

1. Faculty of the institution
2. Head/Principal of the institution
3. Schools including Practice teaching schools
4. Employers
5. Experts
6. Students
7. Alumni

Response: E. Any 1 or none of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

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

1. Website of the Institution
2. Prospectus
3. Student induction programme

4. Orientation programme for teachers**Response:** B. Any 3 of the above

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

1.2 Academic Flexibility**1.2.1**

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

Response: 33.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	4	4	4

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	12	12

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

1.2.2**Average Number of Value-added courses offered during the last five years****Response: 0****1.2.2.1 Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

1.2.3**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response: 0****1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last**

five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

- 1.Provision in the Time Table**
- 2.Facilities in the Library**
- 3.Computer lab facilities**
- 4.Academic Advice/Guidance**

Response: B. Any 3 of the above

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

1.2.5

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

Response: 0.93**1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	2	1

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

1.3 Curriculum Enrichment**1.3.1**

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

Response:

The Abhay Yuva Kalyan Kendra is an organisation that focuses on the welfare and development of young people. The Abhay Yuva Kalyan Kendra College of Education, Dhule is a constituent college of a university, so its curriculum is determined by the University's Board of Studies. The syllabus is designed by adhering to the guidelines provided by the National Council for Teacher Education (N.C.T.E.) in order to facilitate the acquisition and application of knowledge. The user's text lacks academic language and structure. It should be rewritten to adhere to academic The curriculum of the Bachelor of Education (B.Ed) programme is designed to maintain a suitable equilibrium between theoretical knowledge and practical application. Students are required to apply theoretical knowledge to practical situations. For instance, students acquire proficiency in micro teaching abilities via theoretical instruction. To what extent have students developed their micro teaching skills? These are shown before the educators. The instructor effectively provides guidance to the pupils. Once students have honed their teaching talents, they proceed to instruct real school kids inside educational institutions. In educational institutions, students exhibit their acquired knowledge and skills to their instructors. Similarly, a practical component has been included for each theoretical topic. Students use the information acquired through theoretical studies in the context of practical applications. The college curriculum offers extensive chances for

students to gain information and use that knowledge. Skills - In contemporary society, the acquisition of life skills is seen crucial for those aspiring to achieve success in their personal and professional endeavours. Educators have the responsibility for fostering the comprehensive growth and advancement of their pupils. When a teacher has a comprehensive understanding of life skills, they are more equipped to facilitate the holistic growth of their pupils. Consequently, the B.Ed programme includes a distinct course known as Life Skill Education. This topic encompasses the ten life skills identified by the World Health Organisation. College faculties play a crucial role in imparting comprehensive topic knowledge to students, enabling teachers to effectively fulfil their teaching responsibilities and achieve personal and professional success. In addition, students acquire various skills such as teaching, questioning, demonstrating, blackboard writing, and class management. The B.Ed. curriculum facilitates the acquisition of comprehensive information pertaining to personal values, societal values, and constitutional values among students across several topics. In the field of Education in Contemporary India, students get an understanding of the many elements outlined below. The preamble of the Constitution encompasses the fundamental rights and duties of citizens, as well as the constitutional values of liberty, justice, and equality. These constitutional values have a significant impact on the education system in India. The curriculum also incorporates chapters on Gender School Society, which aim to educate students about gender equality, domestic abuse, and strategies for addressing this issue. Personal moral principles are instilled in students via the Life Skills module. The inclusion of the topic "Learning Teaching in Childhood and Growing Up" in the curriculum aims to foster a good attitude towards learning among pupils. In this particular academic discipline, students acquire knowledge and skills. Could you please provide a detailed explanation of the research process? What are effective study habits? Theories of learning put forward by prominent educationalists and psychologists, including Piaget, Stenberg, Howard Gardner, Koehler, Rojar, and Erikson, have been widely recognised and studied. In addition to students being required to engage with the many aspects of their academic pursuits, such as the boundaries of their studies, the role and mindset they adopt in the learning process, and the extent and nature of their cognitive growth, it is beneficial to cultivate a positive attitude among students towards their studies.

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

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

Since the B.Ed. curriculum prepares students to work as teachers in schools, students must be conversant with schools and the variety of schools. B.Ed. to provide students with practical experience in the classroom. Provisions have been made in the curriculum for activities such as school practice courses and internships. The college has signed a memorandum of understanding with schools in the city of Dhule, entitling its students to participate in school practise lessons and internships at Dhule schools annually. Not every institution is identical. Schools are diverse in nature. Students are exposed to diversity, and college instructors raise their awareness of it. Diversity in institutions can be described as

Infrastructural Facilities - Students recognise the schools have a school building, classrooms, playground, library, laboratory, furniture, access to pure drinking water, common rooms, and a computer room.

Teaching and Learning - How are teaching and learning conducted in schools, such as with traditional chalkboards or with digital or smart classrooms? Are there sufficient opportunities for students to engage in educational and cultural activities in schools? Does the school attempt to resolve the academic and non-academic issues confronted by students? What activities does the school implement to enhance student development? How significant is a school's annual exam score? Students acquire all of this knowledge by attending school.

Administrative Duties - There are various administrative positions in a school, including principal, assistant principal, supervisor, subject teacher, art teacher, and physical director. How do all of these instructors complete their assignments? What do their responsibilities entail? How are government programmes such as school lunches, scholarships, and the Sarv shiksha abhiyan implemented in schools? The schools maintain a regular correspondence with the school education department, and they also receive various orders and instructions from the education department. As a result, students have access to information regarding administrative education-related positions such as Education Officer and Deputy Director of Education.

School and Parent Communication - In accordance with government directives, all schools have established Teacher Parent Associations. Throughout the year, the Teacher Parent Association holds regular meetings at which teachers and parents discuss the progress and problems of students. Who are the designated members? How does teacher parent association impact student development? Students gain experience in all of these areas by working within the institution.

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

1.3.3

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

Response:

The B.Ed. programme focuses on both academic and hands-on learning. It gives a wide range of knowledge, skills, and ways of thinking. It puts together a set of learning experiences based on what the teaching field needs. The B.Ed. course is a vocational course because it teaches students to become teachers. To run a business, you need skills and abilities that are connected to that business. Because of this, the B.Ed. curriculum focuses on developing the skills and competencies needed to be a teacher. What are the most important teaching skills and abilities needed to become a teacher? Students learn these things from a variety of sources, which helps teachers do well in their jobs. The B.Ed. curriculum has a list of topics. The B.Ed. curriculum is a good combination of study and hands-on work.

The following subjects & practicals included in the curriculum to develop the necessary skills for teaching profession,

- **Skill of Identifying the psychology of students-** Learning, Teaching in Childhood and Growing Up (PE-1)
- **Handling multilingual classrooms** - Language across the Curriculum Knowledge and Curriculum (PE3)
- **Life Skills** - Life Skills Education (EPC 2)
- **Knowing the teaching skills-** Micro Teaching & observation of isolated skills and simulated lessons Total 6 lessons for each CPS (Teach, re-teach= 1 lesson) (EPC 5)
- **Content knowledge and mastery on various teaching methods** - Curriculum and Pedagogic Studies School Subject-I & 2 (CPS1 & CPS2)
- **Having the ability to control class** - Practice Teaching & observation for School lessons (8) CPS 1, CPS 2 and 8 lessons for CPS 3 and CPS 4 (EPC 8) Planning - Teacher should have the knowledge of lesson planning, unit planning, annual planning, etc. student acquires it from practical work of subject CPS 4 (Prepare Annual Teaching Plan, Unit plan and Unit test with blue print on any unit of CPS 4)
- **Evaluative competence** - Student gains knowledge of various methods of evaluation from subject Assessment and Evaluation in School Education (PE 6)
- **Competency of guidance and counseling** - For this subject included in syllabus is Guidance, Counseling and Inclusive Education (PE 6)
- **Provision of Internship** - To get actual experience of a concerned field there is a provision of internship work in the curriculum of B.Ed. (EPC-9- Internship Programme for 15 weeks in secondary school)

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Any other relevant information	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 98.4

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any other relevant information	View Document
Any additional link	View Document

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	25	25	25

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document
Any other relevant information	View Document
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 4.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	3	4	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document
Any other relevant information	View Document

2.2 Honoring Student Diversity

2.2.1

Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

Admission process of the college is regularized by central Admission process (CAP) of Maharashtra Government. On the basis of marks in the B.Ed. CET Exam and options of college selected by candidate merit list is publishes by C.E.T cell of Maharashtra government for every college and college confirms admission on the basis of the that merit list. This process is fully transparent and online.

Every student who confirms admission in the college. fills college admission form also. College gets all information of student by this way. The help of this form college gets information like from which stream he come? (Arts, Science, Commerce etc.) is he or she graduate or postgraduate? Is he or she from rural or urban area? Is he or she married or unmarried? What is socio-economic status of student?

After completion an admission process every year college organizes welcome function for freshers. In this welcome function chairman, secretary, principal and all faculty members are participating. The objective of this welcome function is introduction of students with all stakeholder of the institute. In this welcome function each fresher come on stage and introduces self and also mentions his hobbies, future plans, area of interest, previous achievements etc. And also describe that why he took admission for this course in this college.

After start of regular academic session students divided into groups and one faculty member is appointed as a group leader. So that students can cleaver their difficulties and doubts.

Apart from this a whole two year around tests, tutorials, assessment of every activity and performance is continues for all round development of trainees.

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

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**

6. Assistive Devices and Adaptive Structures (for the differently abled)**7. Multilingual interactions and inputs****Response:** E. Any 1 or none of the above

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

2.2.3

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

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

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 41.2**2.2.4.1 Number of mentors in the Institution****Response:** 5

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

Multiple mode approach to teaching learning adopted by teachers. We always focus on overall development of the training teachers. Physical ,mental moral development are the major component of complete development. We try to achieve this motive by various ways from which teaching learning process. This is most important for us. So that we adopt below mentioned more of teaching learning.

1. Experimental learning Newly admitted trainee learns micro-skills of teaching in micro teaching activity. In this activity trainee does experiments (teach) with his teaching and present his skill. Teacher educator keenly observes his each activity and suggest him changes according to which training again prepare (reteach) himself and try to do best for next presentation. In this way trainee trains in microskills and prepare him for good teaching.
2. Participative learning Our faculties always prefers to take participation of trainee in teaching learning process. At the time of deliver lectures faculties ask questions, try to understand opinions, offers to put view on social issues and make debate and discussion to increase participation of trainees. This method is useful to boost level of confidence in trainees.
3. Problem solving methodologies An activity of research is included in the curriculum of B.Ed. course. Trainee conducts this activity in internship under the guidance of teacher educator. This activity helps trainee for how to identify problem? various dimensions of problem. Causes of problem and with the help of research methodology trainee try to find the solution of problems. This activity develops a thinking ability and problem solving competencies in trainee.
4. Online mode At the time of pandemic teaching learning process was conducted viva on online mode. Faculties delivered there lectures by zoom platform. Trainees presented there practice lessons using zoom links . Academic and cultural both activities are carried out by using online mode.

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

2.3.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 0

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

Response: 00

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

2.3.4

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

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

Response: D. Any 1 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of resources used	View Document

2.3.5

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

Response:

Our college guides the admitted students in various ways for which the following measures are adopted for the convenience of students and teachers, students are divided into groups and faculties are appointed as group leaders.

Micro teaching group - Micro teaching is an important part of B.Ed. curriculum in which students are trained for micro skills of teaching. To train the students how to acquire mastery on micro skills of teaching, the college divides the students into groups according to their principal subjects and subject expert faculties are appointed as their group head.

Internship group - To complete course of B.Ed. students have to complete a three months internship program. For that the college distributes students in different schools and a faculty of college is appointed as the head of the assigned schools. All students complete their internship period under the guidance of this teacher.

School Lessons - Teachers of the college supervise and examine the school lessons of their concern methods and also give remarks for further development.

Guidance for personal problems - Most of the students admitted in the college are from rural areas or remote hilly areas. Most of the students have low socio-economic status and some students are the first person in their family to get education. Apart from this, there are a greater number of married women as students. All these types of students have to face various problems in their personal life. The college has kept the atmosphere of the college very stress-free, playful, communicative and open so the students with problems get shares their problems with faculties and by giving informal guidance and counselling teachers try to sort out the problems.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6

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

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**
4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**
6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: E. Any 1 or none of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.7

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

Response:

The teaching-learning process at A.Y.K.K's. College of Education, focuses on nurturing reactivity, innovativeness, intellectual and thinking skills, and empathy and life skills among students. Pedagogies have been modified over time to facilitate holistic development of students. Different tasks are assigned to students on a continuous basis and teachers encourage students to think divergently.

CREATIVITY

Creativity is a phenomenon whereby something new is formed; it involves transforming the ideas and imagination of students. In this direction students are given opportunity to enhance their creativity. Students create teaching learning materials related to their teaching methods under the guidance of their respective teachers. The different forms of TLM's prepared by students are charts, models, working models, flash cards, posters, PowerPoint presentations to enhance their teaching abilities. Here the student and teachers work together in selection of the appropriate TLM's on different topics, and students prepare the same using their creative ideas.

The pedagogy courses offered in B.Ed. involve the development of creative and innovative lesson plans.

Teachers make the students aware about the different Models of Teaching and supervise them in preparing the lesson plans and motivate them to use their creativity. Students get the opportunity to plan and implement lessons to promote their creative thinking. In these students make use of different Teaching Models like Concept Attainment Model, Inductive Thinking, Advance organizer, Brainstorming, Role plays, Dramatization, etc.

Innovativeness Innovation in Education encourages teachers and students to explore research and use the resources to uncover something new. Thus for encouraging innovative thinking in students of our college

efforts are made by teachers and students in different ways. Teachers encourage students to involve themselves in doing action research projects which leads to innovative ideas by the students. Here the teacher gives detailed orientation about the purpose meaning and procedure of research. The research projects can be done in the form of survey or experiment. Students are expected to work on different problems like handwriting, home work, attendance, reading-writing, communication, disciplinary problem, disinterest etc. Thus the students under the guidance of teachers work on different problems existing in the field of education and through their research work they come up with innovative solution for the same.

INTELLECTUAL AND THINKING SKILLS

In this era flexible thinking and intellectual skills help to process, analyse and combine all sources of information to select the most suitable solution and ability to modify the same if necessary. Educators at A.Y.K.K's College of Education make efforts in this direction of developing these skills through different tasks. Through the practical course of Drama & Art in Education students at A.Y.K.K's College of Education get the opportunity to think intellectually and create scripts for dramatization. Here the teacher educators give orientation to the students regarding script writing and then the students select any theme like social/educational problems. The group coordinates and performs in front of the class and prepares reports. In this way the students utilize and develop their intellectual and thinking skills.

To enhance the intellectual skills of student's teachers at A.Y.K.K's College of Education focus on making the students learn the concept of designing Concept Maps. Here the teachers make the students aware about the different types of concept maps by providing examples from different subjects. After having an orientation on this the students were motivated to participate in Inter Institute Competition on designing a Concept Maps.

EMPATHY

Empathy involves experiencing another person's point of view, rather than just one's own. Empathy helps us cooperate with others, build friendships, make moral decisions, and intervene when we see others in trouble. The Practical course of Understanding the Self in the B.Ed. courses at A.Y.K.K's College of Education provide teachers an opportunity to develop sensibilities, disposition, and skills that will later help them in the personal growth of their own students while they teach. The activities involved like understanding themselves in relation to their students and classroom situations, studying the issues of adolescence, studying case studies of different children who are raised in different circumstances. All these activities are done by the student teachers under the guidance of teacher educators to develop the sense of empathy.

LIFE SKILLS

Life skills is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4 Competency and Skill Development

2.4.1

Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

Response: D. Any 2 or 3 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.2

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

- 1. Formulating learning objectives**

2. Content mapping**3. Lesson planning/ Individualized Education Plans (IEP)****4. Identifying varied student abilities****5. Dealing with student diversity in classrooms****6. Visualising differential learning activities according to student needs****7. Addressing inclusiveness****8. Assessing student learning****9. Mobilizing relevant and varied learning resources****10. Evolving ICT based learning situations****11. Exposure to Braille /Indian languages /Community engagement**

Response: E. Any 1 or none of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.3

Competency of effective communication is developed in students through several activities such as

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response: D. Any 1 of the above

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

2.4.4

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

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

Response: D. Any 1 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.5

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

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: D. Any 2 of the above

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

2.4.6

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

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: D. Any 1 or 2 of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**

5. Identifying and using the different sources for study**Response:** E. None of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

Other Upload Files

1

[View Document](#)**2.4.8****Internship programme is systematically planned with necessary preparedness..****Response:**

During internship program the students have to go and work in the actual schools for which the college selects eight to nine schools every year and the students go to those schools and complete the internship program of the respective academic year.

Selection of Students for Internship in Schools- While offering the schools for internship to the students' college discuss with the students and the students are assigned for the internship in a school which is convenient for them or nearer to their place of residence.

Appointment of Group Head Faculties - Along with the students, college faculties are also appointed as group heads of the schools of internship. group head faculties of the concerned school complete the internship work by guiding the students of their school.

Discussion with schools - Before starting the internship, the college faculties meet the principal and other teachers of the school and give complete information about the internship program and also inform them about the work to be done by the student teachers enrolled as trainees during this period.

Orientation Program - An orientation class is organized for the students before entering the actual school for the internship, in which the students are given detailed information about the academic and cultural activities to be done by the students during the internship and the importance of the internship in the curriculum and the grading scheme are also made known to the students.

Evaluation of Internship - The report of the work done during the internship period and the practical work completed are written in the practical note books provided to the students and their notebook is evaluated by the faculty of the college.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.9

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

Response: 16.67

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

Response: 6

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**
- 7. Organizing academic and cultural events**
- 8. Maintaining documents**
- 9. Administrative responsibilities- experience/exposure**
- 10. Preparation of progress reports**

Response: D. Any 2 or 3 of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	View Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Internship program is a very important part of B.Ed. curriculum. During the internship period, the students go to the actual school and experience how the school works and also do the work of teaching to the school students. The college already prepares the students to facilitate teaching in front of school students. First of all, micro teaching classes are taken in the form of teaching and re-teaching so that students can acquire mastery on the micro-skills required for teaching. After learning the skills of micro teaching, students have to go to the actual school and take school practice lessons. By taking school practice lessons, students gain teaching experience and also increase their confidence in teaching. Faculty provides mentoring to students for microteaching skills and practice school lessons. These both activities are pre planning of internship program Before starting the actual internship program, the college plans it properly. Five to seven schools in the city are selected for the internship program. The principals of these schools are met and their permission is taken and then the students of the college are divided into groups of ten students per school and a group head professor is also appointed for each group of students. Before sending the students to the actual school for the internship, the college gives them detailed information about the discipline to be followed in the schools, the demonstrations to be completed there, the leave rules, the grading scheme for the internship. And then the student is sent to school for actual internship. After joining the school for internship, students do the assigned practical work along with teaching. The students write all the work reports and during the internship period, the group head professors give them thorough guidance for the competitions to be held in the school, various cultural events, and the students complete the action research project under the guidance of the group head teachers.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document
Link for additional information	View Document

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

- 1. Self**
- 2. Peers (fellow interns)**
- 3. Teachers / School* Teachers**
- 4. Principal / School* Principal**
- 5. B.Ed Students / School* Students**

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: D. Any 1 of the above

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

2.4.13

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View Document
Any additional Link	View Document

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 41.67

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 80

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

Response: 4

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

2.5.3

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

Response: 1

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

Response: 5

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

Teachers put-forth efforts to keep themselves updated professionally through various ways as mentioned below Most of the teachers had passed NET/SET examinations and prove their eligibility for the teaching profession Most of the teachers completed M.Phil and Ph.D. degrees. Teachers attend national and international seminars for updating himself Teachers present research papers in national and international seminars Teacher publishes papers in state level, national and international journals Teacher works as supervisor, paper setter, examiner, moderator and online exam coordinator for university exams. Teacher delivers lectures in other institutes as a guest lecturer. Teacher always organizes and participates in social and cultural outreach activities of college in pandemic teachers used digital and online platforms such as ZOOM, Google meet etc. For continue teaching as a guide of action research projects, the teacher works on current issues and hurdles in society or school education. And try to find causes and remedies on it with the collaboration of students. Teacher organizes various workshops in the college. Informal discussion with colleagues and students on current issues, government policies, its impact on society and on education is the part of regular teaching learning process.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1

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

Response:

An effective system of internal evaluation has been created in the college for the development of students. A total 20 tests are conducted in the college every year. For the first-year students, two tests for each subject (so 12 tests for six subjects). And for the second-year students two tests for each subject (so 8 tests for four subjects). The marks obtained by the students in these internal examinations are combined in the marks of the final examination conducted by the university and based on that the result of the examination is announced. The head of the examination committee is appointed by the college to plan the internal examinations for the year. The examination department and head of the examination perform the following tasks during the year.

1. Compilation of information of admitted students for examination Informing students about internal examinations at the beginning of the academic year
2. To fix the dates of internal examinations and make the examination schedule
3. Informing the teachers about the internal examination and asking them for the question papers of the relevant subject
4. Seating arrangement of students for internal examination
5. Distribute the test answer sheet to the concerned subject teacher for checking
6. Preparation of internal mark lists by obtaining answer sheets checked by subject teachers
7. Fill online examination form of students for the final examination of the University
8. Timely submission of examination form to the University
9. Reporting the marks of internal subjects to the university online and offline.
10. To inform the final examination schedule announced by the university on the notice board of the college and on the Whatsapp group of the students

11. After receiving the final result from the university, distribute the result among the students

In this way, the college make efforts for the development of students by implementing a continuous internal evaluation process.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

- 1. Display of internal assessment marks before the term end examination**
- 2. Timely feedback on individual/group performance**
- 3. Provision of improvement opportunities**
- 4. Access to tutorial/remedial support**
- 5. Provision of answering bilingually**

Response: E. None of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Annual Institutional plan of action for internal evaluation	View Document
Link for additional information	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

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

Grievance Redressal Committee : Examination Committee is responsible to deal with all the grievances related with the internal Assessment and external examinations. All type of grievances related with evaluation process are taken up for consideration and redressed by the Examination Committee. The grievances of students are communicated through the mentors and the faculty members as well . It is taken up for initial consideration by the Class Mentors and then the Redressal Cell.After a thorough consideration of the matter, the redressal measures are taken. Proper documentation are done related with the Grievances. We look up to the grievances in the following manner Internal Grievance Redressal In internal cases, the grievances are usually related to the dissatisfaction in the evaluation in Internal exams or assessment marks so the the concerned faculty takes up essential measures to satisfy the Grievance Raiser providing substantial records such as attendance records and performance records.

Types of internal grievances are -

Marks deduction due to not showing appropriate performance in any one of the assignments.

Marked absent in the assignment

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

Types of Grievances dealt by the examination committee are as follows;

Pre-Examination Grievances

- *Different subject mentioned on the admit card*
- *Not getting Hall Ticket for the examination*
- *Candidate's Photo missing on hall ticket*
- *Candidate's Name is not correctly written on the hall ticket*
- *Form Filling receipt not provided*
- *If I am late because I live outside the village, I will sit for another hour*

- *The college road is not maintained*
- *Exam hall ticket not received*
- *Books should be increased in the library*
- *Get the scholarship as soon as possible*
- *My name is wrong in my result*
- *I will not be able to attend the internal paper due to illness*
- *Education fee waiver should be availed and so on.*

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

2.6.4

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

Response:

Before the commencement of the academic year, the institution prepares and publishes an academic Calendar containing the relevant information regarding the teaching-learning schedule like working days, various events to be organized, holidays dates of internal examination i.e. test and tutorials etc. As attendance is mandatory, the internship programme and practicals are followed by examination. The orientation and field work, practical and showcasing of practical earmarked meticulously. The Examination committee monitors the overall internal assessment process and moderation on if needed. The Head of examination ensures transparency and accountability in the conduct of Internal evaluation. Further at every step the following are ensured in compliance with the internal evaluation process.

Faculty: Autonomy is accorded to the faculty members not only in the conduct of internal evaluation but also in the preparation of the format, content and approach. During the pandemic the faculty adopted diversified patterns of Internal assessment to ensure quality. The college preplanned to engage students for field work and research work with an access to institutions during internship programme. Internship programs are scheduled at different levels and assess the student teachers' progress and improvement in teaching skills. Minor changes are made in the schedule date based on the request from the co-operating school. The in-house teaching and innovative teaching adhered to the schedule and were conducted

online during the pandemic. Whole year around test and tutorials continued in the college for internal evaluation of student.

Submissions: The dates of submissions of the practicals year wise, are clearly indicated in the academic calendar. Students' participation in competitions, national, state festivals and other events are counted for the grading in co-scholastic domain.

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

The teaching-learning process of the institution is student-centric with experimental participatory learning, problem-solving and other emerging pedagogical approaches. The essence of teaching lies in the art of convincing the learner through an interactive process. The variations in the pedagogies include customizing to the diverse needs of the learner. The transaction of curriculum creates a link between learner, syllabus, and content skills with a required support system. Expected behavioural change defined in the course outcomes are mapped to programme outcomes to identify the differential improvement and final attainments that are sustainable, conceptions and perceptions about students learning from the basis of transforming the teaching to innovative learning through varied strategies. The pedagogies are aligned to the course outcomes formulated based on knowledge, skill and attitude to be developed, mapped to the programme outcome. Teaching process in the cognitive dimensions includes pedagogical interaction such as reflection on reading discourse, discussions, inquiry, participatory, collaborative and other approaches with ICT, strengthening the attainment in disciplinary knowledge. The practical activities in alignment with PLO include assignment seminar presentations, observations journal study, lesson research etc. Which facilities critical reflective thinking and communication. The project-based learning enables interaction with real-world experience enhances problem solving skills, sense of inquiry, teamwork ethical awareness and reasoning to strengthen pedagogical components.

B.Ed. students take up action research in pedagogical subjects and conclude with probable situations in local context. Research work focuses global standard, development of research skills with topics in emerging issues in education which is explored through planned engagement in documentation of the dissertation and defending it. Guest lectures expand the scope of the discipline knowledge and understand their applications to create a bridge between special schools and others, developing a sense of equity and exclusivity to nurture teachers ethically committed towards human values with a sense of

respect for diversity.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 54.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	38	49	33	38

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Any additional information	View Document
Link for additional information	View Document

2.7.3

The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

Response:

Program learning outcomes and Course learning outcomes of B.Ed. course are specifically and clearly mentioned in the curriculum provided by the university. The college makes sincere effort to ensure that these PLOs and CLOs mentioned in the curriculum are achieved by maximum number of students. For mapping out the level of achievement of students' system of internal examination, educational activities, cultural activities are followed by the college. Proper balance of practical work and theoretical information has been maintained to develop various skills and abilities in the B.Ed. students. Student presents the skill as a practical work or demonstration Infront of teachers. Teacher examines and evaluates his activity and gives him proper feedback for more progress. Process of evaluation is carried out with the help of peers and expert subject teachers of school. Such type of multileveled evaluation system increases transparency and proves more helpful for student's progression Proper records of the evaluation conducted by the college are maintained and this record is submitted to the university in the form of internal marks before the final examination. The extent to which a student has acquired knowledge of the course is evaluated through final university examinations. Final result of the student is declared by the university which indicates actual achievement of student in PLOs and CLOs.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 50

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 50

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.5

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

Response:

Admissions are given in the college only according to the merit list received by the Govt. of Maharashtra. The admission process is completely transparent. A welcome ceremony is organized by the college for the students who have got admission in the college. In this reception every student is asked to tell his/her information including the student's education, marks obtained by him/her, special achievements, Information about the purpose of admission, his family background etc. information is gathered. B.Ed. course is of two years duration.

The university has adopted annual pattern for B.Ed. course

First Year Evaluation Scheme

- In the first year, the students have to appear for internal examinations fixed by the university
- The first-year exam carries a total of 1000 marks. Out of these thousand marks, internal examination and practical work is worth 420 marks.
- For first year students Micro-teaching is a practical task of 80 marks in which the faculty assesses the teaching skills of the students
- Tutorials of each theory paper are taken in the internal examinations. A total of twelve tutorials has to be given by the student for six subjects included in the syllabus. The college appoints an independent exam head to plan these examinations.
- In order to pass the exam, the student has to complete the practical work of all the subjects in the syllabus. These practical tasks are evaluated by the teacher and these marks are included in the final exam. The internal examination and all practical work are completed before the University Annual Examination after which students face the University Annual Examination.

Second Year Evaluation Scheme

- B.Ed. 2nd year exam is conducted for 1000 marks. The college has to do an internal evaluation of 530 marks.
- Second year students have to go to the actual school and take a total of 16 lessons with eight lessons from each teaching method according to their two teaching methods. All the lessons taken by the students are attended by the teachers of the college. Teacher observes every lesson of the students and thoroughly evaluated it. 100 marks have been provided for the activity of school practice lesson in the syllabus
- Second year students have to take eight tutorial exams for four subjects.

- An internship program has been included in the curriculum for the second year. The duration of this program is 15 weeks in which the student goes to the actual school and experiences school work. To complete the internship, the student has to complete practical work such as taking tests of school students, teaching them, conducting competitions, conducting action research projects, etc. All these practical tasks are completed by the students under the guidance of the teacher and all these practical evaluations are done by the teacher. The internship program is worth 220 marks.
- Students are also required to complete practical work of four subjects of 20 marks each in the second year.
- Evaluation of all internal examinations and practical work of the second year is completed before the final examination of the University

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 2.97

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Sanction letter from the funding agency	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

3.1.3

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

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Response: B. Any 3 of the above

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

3.1.4

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

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

Response: D. Any 1 of the above

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

3.2 Research Publications

3.2.1

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

Response: 1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	3	2	1	1

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

3.2.2

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

Response: 1.2

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	1	2	0

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

3.3 Outreach Activities**3.3.1**

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

Response: 1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	2	1	1

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

3.3.2**Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 71.18**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
100	152	55	85	65

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

3.3.3**Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs**

awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 95.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
204	150	92	85	79

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any additional information	View Document
Any other relevant link	View Document

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

SWACCHATA ABHIYAN - On Oct. 1, 2018 on the occasion of Mahatma Gandhi Jayanti, the college conducted a cleanliness programmed. Prin. Dr. Y. H. Saner all teaching and non-teaching staff were present on this programmed. All students participated in the programmed. Students carried out cleanliness drive in college premises. The main purpose of the cleanliness and to inculcate the value of dignity of labor in the students.

TREE PLANTATION - Abhay Yuva Kalyan Kendra College of Education has always participated in social work. Tree plantation program is taken to create environmental awareness among students. Tree plantation is very necessary because trees provide oxygen to the environment and make the air quality better. During the internship program the students also conduct a tree plantation program in the school. The involved all school teachers and students.

ELOCUTION COMPETITION - The college organized on education competition on March 8, 2023 on the occasion of international woman's day. The competition was open to all students. Our students also participated in education competition organized elsewhere.

AWARENESS ABOUT AIDS - On Dec. 1, 2019 the college celebrated worlds AIDS day. On this

occasion Dr. Adachitre H. R., Dr. Prabhu Kayande and Shri. Babaji Patil were present as chief guides. On Dec. 1, 2022 also celebrated words AIDS Day. Red Ribbon program created AIDS wall. Students created different AIDS related posters. The rally was held for Aids awareness. This program was organized with the aim of developing moral values and creating awareness about health among the youth.

HUMAN CAHIN FOR SUSTAINABLE DEVELOPMENT - On the occasion of Amrit Mahostava of Indian Independence on 15th August, 2022 the college organized the program 'Human Chain for Sustainable Development. 'This program was organized to create awareness about sustainable development among citizen and students.

CLEANLINESS DRIVE - On July 18, 2019 to old age home was visited were students cleaned all the old age homes, cleaned the water tank collected all the garbage at one place and cleaned it. The went to the kitchen and cleaned everything.

EDUCATION AT HOME - India and the whole world were facing a calamity of Covid -19. Due to the order of lockdown, education of children had come to a standstill. But eve in this situation, The B.Ed. students of the college had taken up an initiative and organized a program called ' Holly river of education at doorstep'. The students facilitated the education to children in some houses in rural areas where the prevalence of Corona Virus effects was minimal. And by setting up schools in these houses, the students did the work of teaching for these children.

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

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 4

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	0	1

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 1.2

3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
6	0	0	0	0

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

3.4.2

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

Response: 5

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance,

other universities, industries, corporate houses etc. during the last five years

Response: 5

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered

Response:

Abhay Yuva Kalyan Kendra College of Education Dhule has adequate infrastructure facilities and resources to conduct the curricular and co-curricular activities that enable it to contribute to the holistic development of the learner. The college has built up an area of 528 square meter that consists of following

Classroom: - All classrooms are spacious and well-ventilated filled with a sufficient number of lights fans boards and other requirements college has 02 classrooms and ICT resource center 01 multipurpose hall / 01 seminar hall as well as 05 method rooms that supports the teaching-learning process. The campus is fully Wi-Fi enabled. Learners use ICT facilities in attending webinar presentation enabled.

Library: - The college has one library associated with one library cum reading room

Laboratories: - The computer laboratory is well furnished with a server and 22 Systems with high configuration and LAN connection.

Education Technology (ET) Lab:- It has 1 overhead projector (OHP) OHP sheets, 01 LCD projectors, audio visual equipment like speakers, amplifier, cameras, mike etc.

Psychology Lab:- The psychology laboratory is equipped with tools and psychology experiment kits.

The infrastructure and other allied infrastructure of the college is well maintained and is optimally used.

Seminar hall:- One seminar hall is filled with projector which are used for the seminar workshop and another meetings.

Girls common Room and boys common room: - It provides male/female students a place to relax, study and have informal discussions in the free time available. Vending Machine also available.

Sports field:- Playground is available in the college for outdoor games and physical room also available for indoor sports activities.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document
Link for additional information	View Document

4.1.2

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

Response: 0

4.1.2.1 Number of classrooms and seminar hall(s) with ICT facilities**4.1.2.2 Number of Classrooms and seminar hall(s) in the institution**

Response: 9

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

4.1.3

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

Response: 1.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.4	0.2	0.2	0.20	0.40

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2 Library as a Learning Resource

4.2.1

Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

The library is a place in the Institute where huge collections of academic books, journals, magazines, research projects, rare books, other knowledgeable books and newspapers are kept. These books are made available to the students to increase their knowledge and understanding on various subjects. The college library is an important hub of knowledge. Abhay Yuva Kalyan Kendra College of Education has a traditional library. The college is not using any kind of software like LMS but book bank scheme is available in our college library. In the institutions library is emphasized the storage and preservation of physical items, particularly books and periodicals in which the librarian is a custodian of the library. Information is physically assembled in one place; users must travel to the library to learn what is there and make use of it. In the institution for students teachers, ample books are available. Books are given to the students and then record is maintained.

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

4.2.2

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

Response:

The college library has no computer and internet facilities it has offline Librarary with reading room facilities. Details on the access to the staff and students are as follows.

Access to the staff & Students: Teachers and students use traditional method to use library to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of teaching aids, recent researches related to educational developments and educational complexities etc. But our college has internet facilities in computer lab & ET lab to access online materials which is useful for teaching learning process.

Frequency of use: the library is used almost on each working day

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document
Landing page of the remote access webpage	View Document

4.2.3

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

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

Response: E. None of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4

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

Response: 0.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.4	0.07	0.1	0.08	0.05

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 51.94

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 2129

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 2146

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 2172

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 2323

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 2189

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

4.2.6

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

- 1.Relevant educational documents are obtained on a regular basis**
- 2.Documents are made available from other libraries on loan**
- 3.Documents are obtained as and when teachers recommend**
- 4.Documents are obtained as gifts to College**

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1**Institution updates its ICT facilities including Wi-Fi****Response:**

The institution is equipped with high-speed internet and Wi-Fi enabled campus. There are 1 LCD Projectors, OHP, Camera. The office is furnished with high configured system, connected with internet and Wi-Fi and has Biometric system and close circuit cameras. Computer systems are upgraded as per there requirements of the of the college. Computer lab has a server and 22 system with LAN and internet connection.

Educational Technology (ET) Lab: - It is equipped with overhead projector (OHP) sheet, LCD Projectors and other audio-visual equipment one classroom have LCD projector with screen and audio system for Teaching-Learning purpose.

Teacher asks student to make use of their mobile phones for conceptual clarity. The Wi-Fi enabled building support and student are encouraged to watch videos related to teaching methodologies done by their respective teachers, NCERT, SCERT and university-based school lessons open educational resources motivational videos are also observed by students for further reference.

Accessibility: - The staff and students have an access to internet in the college, LAN and Broadband/Wi-Fi internet connection is connected to the principal cabin, staffrooms, in B.Ed. office, computer Lab. Usage of multimedia is encouraged to construct and convey knowledge through web browsing downloading, uploading and blogging for curricular and co-curricular activities power point presentation, seminars and assignments etc. are possible through the ICT facilities. ET equipment is used for preparing teaching learning materials, ICT facilities to enhance teaching competencies and for research.

Software: - The institution uses predominately windows 7 and windows 10 pro, M.S. Office 2010. During Covid -19 condition conferencing apps were installed to conduct online class smoothly zoom meeting were extensively used.

College possesses 22 desktop computers and server that cater to all the academic and administrative purpose through Local Area Network (LAN) equipped with internal facility. The Internet is facilitated through LAN and wireless connection.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.2

Student – Computer ratio for last completed academic year**Response:** 9.36

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.3**Internet bandwidth available in the institution****Response:** 50**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 50

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document
Link for additional information	View Document

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

- 1.Studio / Live studio**
- 2.Content distribution system**
- 3.Lecture Capturing System (LCS)**
- 4.Teleprompter**
- 5.Editing and graphic unit**

Response: E. None of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link for additional information	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 2.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.8	0.4	0.5	0.3	0.5

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.4.2

Systems and procedures for maintaining and utilizing physical, academic and support facilities -

laboratory, library, sports complex, computers, classrooms etc. are in place

Response:

System and procedure for utilizing physical academic and support facilities are under the supervision of the principal and the concern lecturers.

Classrooms and Building Maintenance-

Physical infrastructure is well maintained and upgrade with necessary requirement to ensure comfortable atmosphere. Regular cleaning is done with Phenyl with acid and plumber electricians and carpenter are hired periodically for building maintenance. Regular cleaning of tanks, garbage disposal and campus maintenance is done. The laboratories are maintained and staff in charge take care of stock checking well established procedure is available for service and maintenance of lab equipment.

Library: - The library is stocked with thousands of books and periodicals which have been arranged in the prescribed order and binding of books is periodically taken up. Library rules and procedures follow, at the end of the academic period borrower cards shall be returned to the library. Withdrawal of books and other reading materials which is not useful for current references is done on regular basis.

Care of library books - students are required to handle the books/journal very carefully marking with pencil, writing or highlighting tearing the pages or mutilating the same in any other way will be viewed very seriously. Book bank system are also available.

Computer & Software: - Maintenance of computer (Hardware & Software) updating software related to administrative and over maintenance of campus infrastructure. Annual maintenance for Computer, Printer, Software, CCTV, Fire extinguisher are in place.

Website: - Website is maintained and updated as per NAAC requirement.

Sports - Sports cells looks after maintaining the sports ground and sports equipment and organizes various games.

First Aid Box & Suggestion Box are also available.

File Description	Document
Any additional information	View Document
Appropriate link(s) on the institutional website	View Document
Link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

1. Career and Personal Counseling
2. Skill enhancement in academic, technical and organizational aspects
3. Communicating with persons of different disabilities: Braille, Sign language and Speech training
4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two
5. E-content development
6. Online assessment of learning

Response: C. Any 2 or 3 of the above

File Description	Document
Upload any additional information	View Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2

Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel

9.Canteen
10.Toilets for girls

Response: B. Any 7 of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1.Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2.Details of members of grievance redressal committees are available on the institutional website**
- 3.Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4.Provision for students to submit grievances online/offline**
- 5.Grievance redressal committee meets on a regular basis**
- 6.Students' grievances are addressed within 7 days of receiving the complaint**

Response: E. Any 1 or none of the above

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

5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

Response: C. Any 2 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 1.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1	3	0

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

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 4**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 4

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

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

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 2.07**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	4	0	1	0

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

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

Student council is active and plays a proactive role in the institutional functioning student council. Students are the main focal point in the college. The college conducts various educational and social activities for the development of students. Along with that, a student council is formed in the college to solve the problems faced by the students in a proper manner and in a short time and also to guide the students.

Formation of students' council

The college students are important part of the student council. Male and female students are represented in this committee and their status is as member of this committee. Two faculties who wish to serve in the student council or faculties nominated by the principal in the student council. The student with highest marks in the class is selected as GS. It is done for the position. Aspiring candidates are selected for other post in the council & appointed as heads of various departments in our college & this designated student leads other students & solve their problems.

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

5.3.2

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

Response: 1.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	1	2	3

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

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution. Alumni Association means that association which consists Graduates or those who after completing education in that particular college consist in the alumni organization. Alumni plays an important role in institution's progress. Institution's reputation and standard has doubled because of them as well as they work to motivate, to guide, help to the, present enrolled students. Alumni association helps to the students to build a good rapport between students, to exchange intellectual thoughts. As a result, these students easily cope up in future job and opportunities, and get easily guidance. Abhay Yuva Kalyan Kendra College of Education caters a platform to the alumni to express their thoughts, to guide the students, to help these students at the educational, economic and commercial level. In Abhay Yuva Kalyan Kendra College of Education keeping this view in mind established the Alumni in the institute.

Alumni Organization

Abhay Yuva Kalyan Kendra College of Education's Alumni has set objective to guide the students, to develop occupational integrity towards one's job, as well as to give more information about career and occupation. In the Institution every year organized Alumni Meeting conduct. At the same meeting 'Alumni Organization' established. In the institution Alumni actively works but unfortunately yet alumni association's registration has not been done. But very soon we are going to do registration. Every Year in the Institution alumni association's meetings has been conducted. This meeting Every year been conducted in various classrooms. Hence the students can discuss. They can, prepare a plan for future and can implement these plans with the help of the faculty.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2

Alumni has an active role in the regular institutional functioning such as

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**

4. Support to curriculum delivery**5. Student mentoring****6. Financial contribution****7. Placement advice and support****Response:** B. Any 4 or 5 of the above

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

5.4.3**Number of meetings of Alumni Association held during the last five years****Response:** 5**5.4.3.1 Number of meetings of Alumni Association held during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	0	2

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

5.4.4

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

Response:

Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talents in them. In Abhay Yuva Kalyan Kendra College of Education, Alumni works actively this is a proud thing for college. Alumni build a good rapport in college among Lecturer, parents, and students and does influential work among them. Hence every year Alumni motivates students, through sharing their experiences and guide students about future opportunities to make career more effectively.

Every year in the Institution One or Two Alumni meetings been conducted. In this meeting ex-students meet with each other. In this meeting alumni get felicitated by the institution. Alumni give some gifts to the college as a part of showing their gratitude towards the college and in return the college also felicitate them by presenting something as a token of love for them. Students recall their past memories.

For the alumni meeting, institute provides venue. In this association, institute appoints one lecturer as advisor. These meetings act as a productive way for the betterment of the institute as various issues are discussed like basic suggestions about the facilities available in the institution, student parenting, career guidance and through these discussions they suggest new activities for development of the students. Alumni also guides students about the mistakes they made & solutions they worked out in real time which becomes a lesson learnt for the student & so they can avoid committing same mistakes.

Alumni also helps economically poor students and provide them facilities. This association conducts various lectures on Communication skill, on Competitive exam after completion of education etc. Alumni also do a session of Group discussion and understand the nature of their problems and always try to resolve them.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

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.

VISION - "To Impart quality higher education and inculcate social and human values among the students and to build a strong nation."

MISSION – "To impart relevant quality of training programme of education to rural, urban and weaker section of the society to make them effective teacher for the society."

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.

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.

Goals & objectives:

- Personality Development and social status through curriculums and extra curricular activities.
- To raise the level of awareness of social and make them conscious of the world around.
- To make them able to give importance to health education of the prevention of diseases.
- To place them on an equal footing with men in decision making position in economic and political fields..
- To change the attitude towards female and gender equality.

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

6.1.2

Institution practices decentralization and participative management

Response:

The Management provides moral and material support and freedom to the staff for performing various activities of the institute. The staff member always gives 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 programmes by the management. The faculty is providing adequate facilities such as library and duty leave. They are encouraged to participate in various training programmes, courses training camp, conferences, workshop, seminars etc. in order to achieve a desirable level of proficiency in teaching.

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.

Decentralization is done in such a way to involve everyone and make everyone feel responsible and important. IQAC initiates the process of organising seminars, webinars, in the area of teacher education for quality and delegates responsibility to the concerned faculty for further designing and implementing them. Members of the IQAC suggest and pave way for achieving benchmark to be facilitated by the governance and the faculty.

Governing Body - It is an Apex body to scrutinize and approve the minutes of their statutory bodies.

Principal - Maintains co-ordination between academic and administrative staff to collaborate and accomplish the vision and mission of the institution and promotes collaboration approach. Staff meetings are organised to discuss curricular and co-curricular activities to take decisions collectively, communicating and accelerating the process of progress. On the second front, the principal looks into affairs like general administration, and the examination department, finalising the dates of internal examination, hand over the departments to faculty like micro-teaching practice lessons, internships etc.

Faculty - On the third front, all the faculties work on different committees like the IQAC, CDC committee, Student Council, Grievance Redressal Committee, Anti-ragging, Prevention of Sexual

Harrashment Committee, SC/ST/OBC/Minority Cells so on also they appoint the members like principal, faculties and students in these committees

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3

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

Response:

The institution maintains transparency in its financial, academic, administrative and other functions by following below mentioned measures

Financial transparency- Transparency is maintained in financial transactions and the voucher system is adopted for it. While filling the vouchers for the amount required for various expenses, the employees of the organization mention their full name, name of the department, date and the reason for which the expenditure is to be spent in detail. It mentions the amount required for financial expenses. The voucher then goes to the principal for approval and the principal approves or disapproves the related expenses. For larger amounts, the approval of the president of the organization is required. All these vouchers are saved with proper filling. These vouchers are used as reference for the financial audit prepared at the end of the financial year. At the end of every financial year the college prepares an audit report by a reputed Chartered Accountant firm. This audit report is submitted to the university. On the basis of this audit report and verification of other documents, the college is awarded the affiliation by the university every year.

Academic transparency- Academic transparency in colleges starts with the admission process of students. The admissions to the college are given as per the merit list provided by the Government of Maharashtra. All rules of Govt are strictly followed while giving admission. Every meritorious student is judged. After the confirmation of admission, the student has to complete various practical tasks like micro-teaching lessons, school practice lessons, internship programmes etc. All the practical tasks are given written feedback by the faculty of the college. So the student can estimate his progress. Tests and tutorials are conducted in the college and their marks are communicated with the students. Those marks are included in the final result of the university in this way the college keeps complete transparency regarding the internal evaluation of the students.

Administrative transparency- The administrative work of the college is done at three levels. The president and secretary of the college look at the first level administration system, the principal of the college looks at the second level administration system and the heads of the various committees formed

in the college like examination committee, internal quality committee, cultural work committee etc. are the important part of the college administration. Although the administration has been decentralized for the convenience of administration, administrations are fully democratic. While taking any decision regarding the college, the president, secretary, principal of the college and heads of various committees in the college take the final decision only after constantly exchanging ideas with each other. Therefore, transparency is observed in the administrative work as well.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

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 strive 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, counselling, 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.

For the effective educational process college makes strategic plan and takes effort for its proper deployment as mentioned below; An academic calendar is prepared at the beginning of every academic year for effective and successful completion of the academic and administrative work of the college. The academic calendar of the college is the annual planning. It plans the duration of micro teaching lessons, duration of school practice lessons, duration of internship and internal examination. Cultural programs are also planned along with educational activities. Every effort is made to complete all the work on time as per the pre-fixed plan. Along with the annual planning, the daily schedule of the college is also made so that the daily operations are also carried out in a planned manner. Practical work and lectures are planned in the daily schedule. The academic calendar and daily schedule of the college is also kept in front of the students, so students get more participation in the planning of the college. IQAC meeting of the college is held at the beginning of every academic year in which all the matters as planned in the previous academic year have been successfully completed or not? Pros and cons are discussed on this. What are the obstacles for a pre-planned plan? What measures should be taken on it? Decisions are taken in this regard. The institution's strategic plan is developed i.e. open to change and responsive while still maintaining the vision and mission of the college. In this regard the principle is the pillar of strength in

leading the way forward and giving credibility to agreed plans, confidence in all constituent groups providing clear directions following through with the plans to ensure the agreed objectives if the strategic plans were met on a regular basis the principle involves; *1.Planning and execution 2.Operation and management 3.Communication of the changed plan 4.Institutional profiling 5.Identifying detailed objectives and actions. 6.Financial Planning.* During the pandemic, the principal has been the force behind the transition from on offline mode to an online to ensure that both programmes moved forward with minimum difficulties. Keeping in mind the changing rules regulations and directives of conduct by higher education, it often meant preparing the academic calendar without compromising on time duration content and quality whilst providing educational services.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	View Document

6.2.2

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

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 9 members in the executive council such as president, secretary, Treasurer and other members.

Policies adopted by the college In order to maintain the academic quality of the college and to create a better educational and cultural environment for the development of the college, the college has determined some policies. These policies are strictly followed by the college as follows A tobacco-free educational campus Plastic free educational campus, Anti Ragging Policy, Policy on Safety and Dignity of Women, Policy on Protection of Rights of Backward Classes etc.

Administrative management The president, secretary, principal and heads of various committees formed in the college are involved in the administrative work of the college. For the smooth running of

the academic work of the college, various committees like time table committee, examination committee, internal quality committee, college development committee, student development committee etc. have been formed in the college. The responsibilities assigned by the college to each person concerned with the administration are effectively and efficiently discharged by the person concerned.

College Recruitment Policy To appoint principal, assistant professors in the college, first approval is required from the university. After the university approves the recruitment, the advertisement for the respective post is taken out and the advertisement is sent to the university for approval. While issuing the advertisement for the post, the rules regarding reservation decided by the government are strictly followed. The recruitment advertisement is published in local and national newspapers. The date of final interview is fixed by the university. The committee of subject experts is nominated by the Hon'ble VC of the university. Candidates selected by this expert committee are assigned to the college. But the colleges have the right to fill up the posts on a temporary basis or for one academic year only. The college has a well defined organisational structure to ensure efficient management through effective decision making. The main bodies that have been constituted formulate, and execute strategies plan based on this vision and mission. The society chapter provide policy framework and direction for the functioning of the institution the role and responsibilities of various bodies are also clearly defined ensure transparency and accountability to achieve the society objectives and institutional vision and mission.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document
Link to Organogram of the Institution website	View Document

6.2.3

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

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

Response: B. Any 5 of the above

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

6.2.4

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

Response:

Institute has a structure that embodies various committee bodies and cells. Their composition is in the college for transparency. Delineating the vision, mission, goals, objectives, student competencies learning experience, instructional strategies, resource and assignment as envisaged in the institution strategic plan. The operation are carried out through regular meetings the meeting are minuted in detail in the specific minutes book subsequent to the meetings the minutes are signed by all the attending members and the resolution decision so passed are extrapolated into a plan of action in the strategic plan. During teaching learning section lectures make extensive notes of changes that are observe various tasks as a result of classroom transaction driven by student experience that add value to the existing curriculum bringing it more in line with the present needs. All these notes are considered and the necessary changes are introduced into the curriculum based on its benefits to the teaching learning process.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place**Response:****Welfare schemes implemented by the college for teaching and non-teaching staff**

The college always encourages the teachers to do research and other studies in order to complete the research work of the teachers in the college successfully and effectively one Dr. D. R. Baviskar professor of the college were given by the college to contribute to the research work. Fees for Paper Presentation, Refresher Course, Faculty Development Course is paid by the college. In order to provide financial stability to the employees, the college has provided a provident fund which is deducted from the salary of each employee. The teachers of the college are working on various committees of the university such as subject experts in the selection committee of the university, examination committee, members of the local inquiry committee of the university and chairman of the local inquiry committee, member of the board of studies of the university etc. management of the college always grant permission for the same. College professors are allowed to do CAS by the university Personality development workshops are organized by the organization for the personal and professional development of the employees As the atmosphere in the college is stress-free and playful, all employees can express their opinions and ideas freely and implement them. Uniforms are provided by the college to the employees. Welfare schemes implemented for non-teaching staff Provident fund protection and LIC is also taken to the non-teaching staff of the college. Along with teaching staff, non-teaching staff also participate in personality development workshops. Due to the respectful treatment given to the non-teaching staff as well, the persons in these positions can also express their opinions and ideas freely and implement them.

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

6.3.2**Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years****Response:** 16**6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	2	2	0	0

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

6.3.3

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

Response: 0

6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.4

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

Response: 16

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	3	1	0	0

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

For the purpose of evaluating the performance of the teaching staff, the institution has established a scoring-based API and PBAS (Academic Performance Indicator and Performance Based Appraisal System), as recommended by the associated university and in accordance with the guidelines provided by

the UGC in New Delhi. In the last six to seven years, the establishment has been working on developing its very own API system and increasing the amount of work assigned to teachers. The API is collected on an annual basis by the IQAC from the members of the teaching staff, and then it is screened using the papers for the purpose of scoring. Additionally, the IQAC solicits students for ongoing input on the quality of instruction and evaluates the performance of educators according to subject area.

The college has the systematic general process to assess both teaching and non-teaching staff job performance and productivity in accordance with the college's program educational objectives. In addition to the actual performance, the overall institutional mission and vision. At the end of each academic year, the data pertaining to the above categories are collected from the faculty member and the non-teaching staff in the format provided by the institution. Further, at the end of the session, a team consisting of the principal and staff goes through the feedback form collected from the student and suggests suitable measures to improve the teaching-learning process. For non-teaching staff, the feedback is collected from each department, and appraisals are given.

Qualitative and quantitative parameters adopted for teaching faculty appraisal are Effectiveness of academic deliverance -

It is evaluated on the basis of teachers' academic deliverance in B.Ed. program, daily attendance record of student course development and management coordination with student in terms of subject deliverance, class activities, lab-related practical work attendance, issue, etc. in due timeline, and mentoring in co-curriculars like college event workshop. Effectiveness of academic management, coordination, completion of additional activities allotted in due timeline. Academic development, self as well as college initiative taken, two other departmental functions as a whole. Qualitative and quantitative parameters adopted for the non-teaching staff. All non-teaching staff are also assessed through annual performance appraisal. The various parameters for staff members are assessed under different categories: departmental and cell activities and administrative coordination, industry interaction, academy management, self-development, discipline, and efficient organization of work assigned and technical abilities. The overall assignment is based on the cumulative grade by the reporting, which is then forwarded to the person by the forwarding official. On satisfactory performance, the performance appraisal system has significantly helped in the evolution of the performance of employees by motivating them, analysing their strengths and weaknesses, and ensuring better performance.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

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.

Transparency is maintained in financial transactions and the voucher system is adopted for it. While filling the vouchers for the amount required for various expenses, the employees of the organization mention their full name, name of the department, date and the reason for which the expenditure is to be spent in detail. It mentions the amount required for financial expenses. The voucher then goes to the principal for approval and the principal approves or disapproves the related expenses. For larger amounts, the approval of the president of the organization is required. All these vouchers are saved with proper filling. These vouchers are used as reference for the financial audit prepared at the end of the financial year. At the end of every financial year the college prepares an audit report by a reputed Chartered Accountant firm. This audit report is submitted to the university. On the basis of this audit report and verification of other documents, the college is awarded the affiliation by the university every year. As per rules and regulations of University it is mandatory for every affiliated college to submit audit report of concern financial year along with other documents to get affiliation for next academic year. Every year college completes this procedure to get affiliation. College follows Voucher system to keep track of every transaction it proves helpful for internal audit.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.2

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

Response: 0.01

6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.04	00	00	00	00

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.3

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

Response:

The mobilization of funds from neighbourhood sources is the biggest challenge before the Institution. The institute is located in the semi urban where more than 75% of the neighbourhood 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.

Expenditure on salary payments A major part of the income of the college is spent on the salary of the

employees. Since the college is an unaided and self-financed college, there is no financial support from the government or the university for the salary. Also, some amount from the provident fund of the employees is also given by the college.

Educational expenses The college does not allow a shortage of funds to carry out the academic work of the college. Some part of the income of the college is spent on educational activities. For example expenses for stationery, Computer repair expenses, book purchase, Incentive allowance given to teachers for research work, Travel allowance and food allowance etc. given to the employees for going to university.

The college offers B.Ed. program and it is self financed. Our college B.Ed. course is run with funds from student tuition fee. In addition to this the college has unaided faculty. Salaries are paid by the institutional student tuition fee etc based on the above modalities funds located or salaries towards development of the college and maintenance the strategy makes again between external funding challenges and the continued internal improvements necessary to achieve the objections the institutional body and the financial committee have mandated the college with certain financial parameters for operations. Optimum utilisation of assets that is land building equipment furniture etc conduct feasibility studies before the implementation of any new endeavors emphasizing quality.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Abhay Yuva Kalyan Kendra is a non-profit organisation that focuses on the welfare and development of young people. The primary goal of the College of Education is to empower individuals and serve as a training institute for aspiring teachers. The institute's objective is to offer optimal opportunities for student teachers to undergo comprehensive development, enabling them to effectively contribute to society upon completing their course. The establishment of the Internal Quality Assurance Cell (IQAC) represents a tangible and significant measure taken towards enhancing student development. The primary responsibility of the Internal Quality Assurance Cell (IQAC) is to establish a systematic approach aimed at enhancing and maintaining the overall performance of the institution, with a particular focus on student development. The college's IQAC was established for a period of five years

under the leadership of our principal. In order to promote clarity and concentration in the operations of the college with regards to quality development via various tactics. The primary objective of the IQAC is to establish a system of awareness that facilitates continuous improvement in the overall performance of the academic and administrative aspects of the institution. The institute's Internal Quality Assurance Cell (IQAC) has been endeavouring to provide a framework for deliberate, uniform, and transformative measures aimed at enhancing the academic and administrative efficacy of the institution. The IQAC cell is dedicated to implementing quality measures and activities aimed at enhancing the education of rural and tribal youth. It also strives to promote their holistic development by imparting life management skills. The ongoing year has seen the persistent advancement of quality culture. Throughout this period, the IQAC has proposed several practises in areas such as curriculum, student welfare, and teacher welfare. The term "process" refers to a series of actions or steps taken to achieve a particular The Institute's IQAC has adopted the following statement: "The College IQAC plays an active role in enhancing the quality of education, the teaching-learning process, and the learning outcomes by internalising the policies and procedures associated with these quality strategies." The tactics and processes used aim to achieve continual improvement in several aspects, including the admission process, student diversity, instructor quality, the teaching and learning process, and learning outcomes. Enhancing the support system via the improvement of infrastructure and facilities is crucial. This includes upgrading physical facilities, computer and ET lab equipment, as well as library facilities with integrated WiFi facilities.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

In order to ensure that the institution continues to grow in a positive direction, the IQAC is diligently preparing on particular quality assurance techniques. At the beginning of each new school year, the IQAC will convene its first meeting to discuss the validation and verification of the institutional API and Faculty Workload information that have been supplied by faculty members from the previous academic year. The second meeting is often held in the month of June and is intended to establish and implement quality policies for academic, curricular, co-curricular, extra-curricular, extension, faculty research, and the organisation of academic events such as conferences, seminars, and workshops, among other things.

The following measures are adopted to regularly monitor and evaluate the day-to-day teaching and learning activities of the college;

- Efforts are always made by the principal and teachers of the college to implement an effective teaching and learning process to maintain the academic quality of the college. After each lecture, the teacher gets informal feedback from the students.
- The atmosphere in the college is kept stress-free so that the students can freely express their problems or complaints regarding studies and teaching. Teachers regularly interact with students regarding educational and cultural programs.
- Various workshops are organized in the college to enhance the quality of students
- Examinations are conducted by the college to evaluate the study level of the student
- Teachers guide and encourage students to read reference books for more in-depth and effective study.
- Students can communicate easily and freely with the Principal of the college and the management committee members of the college regarding the study and teaching process in the college.

Abhay Yuva Kalyan Kendra College of Education is organising different programs in the academic year of teaching learning process. Students has to participate different curriculum activities. learning teaching method is equally important. In this method full syllabus is taught in the class. Micro-teaching an important task that is teaching and reteaching is done in which student practice for five minute teaching task and learning each and every skill. In this different points they discuss that is explanations skills question skill , blackboard writing, stimulation , and integrated lesson along with these they also practice psychological practicals. practical base question are practice for the school practicing lessons they take lesson in the selected schools and they complete their teaching method for the second year inter school internship program are conducted which include debates, drawing, cultural activities in which student participate and the complete their practicals such as book detailing, objective skill, daily manual, different project are completed letter on the exam is conducted base on the particular activities and those the learning teaching process of the student is completed.

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

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 3.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	3	3	4

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.4

Institution engages in several quality initiatives such as

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

Response: D. Any 1 of the above

File Description	Document
Supporting document of participation in NIRF	View Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5

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

Response:

One of the main function of the IQAC is to review the teaching learning process structures and methodologies of operations and learning outcomes at periodic intervals to assure quality of functioning in the institution. Under the IQAC of Abhay Yuva Kalyan Kendra College of Education adopted to learner centric approach regarding teaching learning processes and has designed the policy to access and evaluate it intermediately accordingly it provides support and guidance to the faculty. Teaching learning activities are improvised modified after taking the review and suggestion are implemented as per the need the IQAC has designed gradual attributes like academic excellence communication skill, personality development leadership and global citizenship. To achieve learning outcome the IQAC periodically review the teaching learning process and suggests gradual and regular expansion of upgradation and addition of the requisite material equipment infrastructure etc. IQAC constitutently work towards implemental strategies to make the functioning of the institute effective and smooth this strategies effectively work in line with changing need of the industry and students. These process is prominently evident through the following examples. MoU's with organisation for hand holding in quality assurance - Abhay Yuva Kalyan Kendra College of Education established a number of MoU with our sister institutions (AYKK's Womens Senior College) and varied organisation schools on the suggestion of IQAC to assure the quality of education. The institute constitutently worked upon establishing the MoU Abhay Yuva Kalyan Kendra College of Education signed memorable of understanding with the following organisation.

1. O. K. Gindodiya madhyamik vidyalay Dhule.
2. Dudhediya madhyamik vidyalay Dhule.

3. Parivartan madhyamik vidyalay Dhule.
4. Abhay Madhyamik Vidyalaya, Dhule
5. Rajiv Gandhi Vidyalaya Dhule
6. Satpuda Madhyamik Ashram Shala Dhule
7. HHH Madyamik English Medium School Dhule

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

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 passages, stair cases, 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 Redressal and Mentor-Mentee Committee: To effectively respond to the gender sensitivity issue, a counseling center and committee is also formed to look after the individual, family, social, financial, academic problems of the students. Women's Grievance Redressal Cell and the Prevention of Sexual Harassment Cell undertake initiatives for assisting girl students especially coming from rural, tribal, and hilly area.

Republic Day and Independence Day: Every year the Institution celebrates Republic Day and Independence Day hoisting the national flag by Chief Guest of the Programme.

Gandhi Jayanthi : Gandhi Jayanthi is celebrated in memory of the Father of the Nation, who devoted his whole life preaching. The college organized mass pledge in accordance with the Prime Ministers' urge for 'Swachh Bharat Abhiyaan'.

Voters Awareness Program- college organizes voter awareness programme about the necessity of voting and to encourage young generation towards the voting right.

Environment Awareness- Environmental awareness among the students is created by organizing tree plantation program in the college campus and outside. Cleanliness campaign also organizes by the college.

Constitution Day- The Objective of the program is to inculcate constitutional obligations among students, to create awareness about constitution, to sensitize the students about importance of constitution day.

Teachers Day : The Institution celebrates Teacher's Day commemorating the birthday of Dr. Sarvepalli

Radhakrishnan, a great teacher. On that day the Institution felicitates eminent personalities from the educational field.

International Yoga Day: International Yoga day is celebrated on 21st June every year in the campus. The sessions include orientation on Yoga, its mental and physical benefits and actual performance of some yoga asanas.

All jayanti and punyithi also celebrated in our college.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2

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

Response:

Waste Management The college has its total strength around. Also being a single stream/faculty college and especially College which doesn't have more of its liquid / **Solid Waste:** A dedicated staff recruited through a contractor to collect the garbage on the campus, and waste from the classrooms and laboratories. They collect the garbage, sweep and clean the floors, collect the fallen tree leaves and waste and deposit garbage cans. The classrooms and laboratories are cleaned regularly by peons and lab attendants. The waste collected on the campus is taken away by the municipality garbage carriers. The broken chairs, tables or furniture are mended regularly to reuse. If furniture is useless it is scrapped.

E- waste: E- Waste is collected and submitted to the Central office of the society for further scrapping procedure. In few cases, old machines are sent with the due permission of the college management to its schools.

Liquid waste: Liquid waste gets overcome by regularly maintaining dripping and leaking taps. During monsoon, the rain water harvesting is properly channelized through municipality drainage system and the same further leads to the sewage purification plant of the Municipal Council.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.3**Institution waste management practices include**

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

Response: D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.4**Institution has water management and conservation initiatives in the form of**

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

Response: E. None of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

7.1.5

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

Response:

Installation of inverter Power Plant, Plastic-Free Campus Institution organizes 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, 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, har ghar tiranga, literacy mission rallies, health and hygiene awareness, tree plantation, cleanliness campaigns etc

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**

3. Develop plastic-free campus**4. Move towards paperless office****5. Green landscaping with trees and plants****Response:** D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.7

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

Response: 2.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.7	0.2	0.2	0.2	0.2

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8

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

Response:

Abhay Yuva Kalyan Kendra College of Education, affiliated to KBC NMU, Jalgaon is located at the prime location providing all facilities to students and visitors and is easily accessible for all. College is at an advantageous location in every aspect and provides lush green locality to students.

Locational Advantages:

- Sufficient Green Area in vicinity of college.
- Proximity to almost all commuting- Access to students from rural areas.
- College offers its own parking space inside the college premises avoiding any tussle with locals and community for parking.
- Easy Accessibility to College with Connectivity via Public Transport
- Police station is located in a range of 2 km for safety and security purposes for any issue in a safety context..
- 24/7 CCTV Surveillance inside and outside the college assists the community to control any anti-social activity in the nearby area.
- LED and Generator facilities also available in the college.
- Our college is well equipped laboratories such as computer lab with WiFi enabled system.
- Utmost care is taken to maintain cleanliness and greenery in and around the college.
- Students have easy access for 1.Observation of classroom teaching 2.Internship in the schools to

practice skills learnt and 3. Teaching Practice in the school to deliver lessons.

- Many awareness programmes are organized for public awareness.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: D. Any 1 of the above

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

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

BEST PRACTICES

A) Soft Skill Development: Soft skill development includes communication skills, leadership, teamwork, decision-making, social skills, active skills, public speaking, self-awareness, learning attitude, critical thinking, problem-solving skills etc.

1. Communication skills: It is the art of communication and skills that are useful in daily life in jobs and business. To develop communication skills taught through micro-teaching practice lessons and various cultural programs.
2. Leadership skill : There is an art and skill of leadership. Students are encouraged to participate in various programmes, and the responsibility of that programme is given to someone to lead.
3. The art and skill of finding solutions to the problems that arise in life and getting out of them are developed.
4. Management Skills : Student teachers are given different roles on teacher day. And how to manage while performing these different roles will be taught. Student teachers get to experience management skills in the internship.
5. Creative thinking: Students are taught different arts and skills and how to make different things, like weaving and making different things through different craft paper.
6. Social and Public Speaking : Communication skills are taught to student teachers so that they can acquire communication skills in various social events in society.

B) The old age home visit : The principal professor and student teachers organized various activities to engage the elderly residents, such as music performances, storytelling sessions, and games. These activities brought smiles to their faces and created a joyful atmosphere in the old age home. During our visit, we also noticed that the old age home had a well-maintained garden where the residents could spend their leisure time. The garden was adorned with colorful flowers and comfortable seating arrangements provided peaceful environment for elderly to relax and enjoy nature. In addition to providing food and entertainment and collecting 150 kg of rice was just the beginning of our college's best practice to make a positive impact on the lives of the elderly in that area. As we arrived at the location, we were greeted by a sense of anticipation and gratitude from the elderly residents who had been eagerly awaiting our arrival. While the rice was cooking, we engaged in conversations with the elderly individuals, listening attentively to their stories and experiences. Their faces lit up as they shared memories from their youth, imparting wisdom and life lessons that only age can bring. The visit to Matoshri old age home was an eye-opening experience for all of us. It made us realize the importance of taking care of our elders and giving back to society.

C) Educational stationary distribution: Every year, educational materials are distributed to various educational branches through AYKK Dhule. Educational materials are distributed to the student teachers

and various dignitaries, such as the principal and the president of the institution, at the time of the student teacher's stay. Rajiv Gandhi Secondary School Dhule and Abhay Secondary School Dhule have distributed different educational materials during their stay. 150 uniform notebooks, 150 pens, and other materials were distributed to the students.

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The vision, mission and objectives of the institution point towards a value-based education based on the curriculum of the affiliation K.B.C.N.M. University Jalgaon. The College has a strong bonding with the local people. This includes several minorities and marginalized section students. The college successfully implemented the annual pattern. The focus is on skill development and career-oriented programs through value-added courses. Special attention is given to weak students, especially those belonging to ST/SC/OBC and minority cells. The college caters to the needs of rural students also. The number of girl students also remains good in college. The main focus of the institution remains on the betterment and welfare of the girl students. Women-oriented programs are frequently organized in the college to motivate the girls. Most of the girls would have remained either at home or would have chosen different tracks. The college administration always endeavours to provide such girls with a good platform to exhibit their talents in different activities in the college. A Sanitary vending machine has been installed in the college, for the safety of the girls.

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 quality enhancement 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 student's 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 programmed
4. Administrative and academic committee role
5. Professional development activities including organization, attendance, presentation in state, national, international workshop, conferences.

Through proper planning and strategies the institution focuses at delivering to it's best ability to the vision of the college, our college believes to prepare the teacher trainees for their life and make them successful. Our college believed in the philosophy that students are the most essential and crucial stakeholder and all essential efforts are made to make them professionally and socially competent. So special efforts are made in this context. In our institute students from a diverse socio economic and academic background are enrolled annually.

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

5. CONCLUSION

Additional Information :

Some additional facilities are available in our college are listed below;

- Well equipped computer laboratories for online exams
- Pedestrian Lawn
- Solar light poles with solar panel
- R.O. Filter system

Concluding Remarks :

Abhay Yuva Kalyan Kendra is the well-known educational organization in Maharashtra state. And College of Education (B.Ed.) is the part of this organization. College situated in Dhule city. The College is affiliated to K.B.C. North Maharashtra University, Jalgaon. Syllabus and curriculum are designed by board of studies of the University which is implemented by college. In the curriculum of B.Ed. there is a proper balance of theoretical and practical tasks for all round development of students. A vast diversity is appearing in admitted students this diversity can categorized as type of domicile, medium of education, socio economic status, stream of specialization etc but all faculty members use their expertise to fulfil learning needs of each student. Teaching learning process of college is carried out such a way that it takes ideal for all students. College always participates in various types of social and cultural programmes which are useful for students and for society also. College has good infrastructural facilities with various labs, seminar hall etc. All stakeholders of the college like members of management council, teaching staff and non-teaching staff play their role efficiently to achieve objectives which are stated in the vision and mission of the institute. We follow the decentralization policy of the government and accordingly every member of the college is aware of his duties and responsibilities. Whenever a decision is made and a policy is adopted, the priority is always to empower teachers and support students. The institute always focuses on morals and constitutional values with a view to social responsibility. The college professors are well trained and work on various university committees. The college focus is always on the overall development of students. The university maintains a friendly and stress-free atmosphere with the best work culture. Most of the students admitted to the college come from isolated tribal and rural areas with low socio-economic backgrounds. The college continues to provide academic and emotional support to these students.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	<p>At the institution level, the curriculum planning and adoption are a collaborative effort;</p> <p>Indicate the persons involved in the curriculum planning process during the last completed academic year</p> <ol style="list-style-type: none"> 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : Data updated as per supporting documents provided by the HEI</p>
1.1.3	<p>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</p> <ol style="list-style-type: none"> 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Data updated as per supporting documents.</p>
1.2.4	<p>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</p> <ol style="list-style-type: none"> 1. Provision in the Time Table 2. Facilities in the Library

3. **Computer lab facilities**
4. **Academic Advice/Guidance**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

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

Structured feedback is obtained from

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: B. Feedback collected, analysed and action has been taken

Remark : Data updated as per supporting documents.

- 2.1.2 **Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
169	120	65	52	67

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	25	25	25

- 2.2.2 **Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through**

1. **Mentoring / Academic Counselling**

2. Peer Feedback / Tutoring
3. Remedial Learning Engagement
4. Learning Enhancement / Enrichment inputs
5. Collaborative tasks
6. Assistive Devices and Adaptive Structures (for the differently abled)
7. Multilingual interactions and inputs

Answer before DVV Verification : A. Any 5 or more of the above

Answer After DVV Verification: E. Any 1 or none of the above

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

Answer before DVV Verification : Whenever need arises due to student diversity

Answer After DVV Verification: No Special effort put forth in accordance with learner needs

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	5	3	3	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : Documents provided by the HEI do not ensure the use of ICT Tools.

2.3.3 **Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..**

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

Answer before DVV Verification : 202

Answer after DVV Verification: 00

Remark : Documents provided by the HEI do not ensure that students are encouraged for the use

	of ICT.
2.3.4	<p>ICT support is used by students in various learning situations such as</p> <ol style="list-style-type: none"> 1. Understanding theory courses 2. Practice teaching 3. Internship 4. Out of class room activities 5. Biomechanical and Kinesiological activities 6. Field sports <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: D. Any 1 of the above</p>
2.3.6	<p>Institution provides exposure to students about recent developments in the field of education through</p> <ol style="list-style-type: none"> 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: E. Any 1 or none of the above</p>
2.4.1	<p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none"> 1. Organizing Learning (lesson plan) 2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology Use and Integration 5. Organizing Field Visits 6. Conducting Outreach/ Out of Classroom Activities 7. Community Engagement 8. Facilitating Inclusive Education 9. Preparing Individualized Educational Plan(IEP) <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: D. Any 2 or 3 of the above</p>
2.4.2	<p>Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain</p>

	<p>significant skills and competencies such as</p> <ol style="list-style-type: none"> 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement <p>Answer before DVV Verification : C. Any 4 or 5 of the above Answer After DVV Verification: E. Any 1 or none of the above</p>
2.4.3	<p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none"> 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ 4. Classroom teaching learning situations along with teacher and peer feedback <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above</p>
2.4.4	<p>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</p> <ol style="list-style-type: none"> 1. Teacher made written tests essentially based on subject content 2. Observation modes for individual and group activities 3. Performance tests 4. Oral assessment 5. Rating Scales <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above</p>
2.4.5	<p>Adequate skills are developed in students for effective use of ICT for teaching learning</p>

	<p>process in respect of</p> <ol style="list-style-type: none"> 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 2 of the above</p>
2.4.6	<p>Students develop competence to organize academic, cultural, sports and community related events through</p> <ol style="list-style-type: none"> 1. Planning and scheduling academic, cultural and sports events in school 2. Planning and execution of community related events 3. Building teams and helping them to participate 4. Involvement in preparatory arrangements 5. Executing/conducting the event <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above</p>
2.4.7	<p>A variety of assignments given and assessed for theory courses through</p> <ol style="list-style-type: none"> 1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: E. None of the above</p>
2.4.9	<p>Average number of students attached to each school for internship during the last completed academic year</p> <p>2.4.9.1. Number of schools selected for internship during the last completed academic year Answer before DVV Verification : 7 Answer after DVV Verification: 6</p>
2.4.10	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 1. Classroom teaching 2. Mentoring 3. Time-table preparation 4. Student counseling

	<p>5. PTA meetings 6. Assessment of student learning – home assignments & tests 7. Organizing academic and cultural events 8. Maintaining documents 9. Administrative responsibilities- experience/exposure 10. Preparation of progress reports</p> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: D. Any 2 or 3 of the above</p>
<p>2.4.12</p>	<p>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</p> <p>1. Self 2. Peers (fellow interns) 3. Teachers / School* Teachers 4. Principal / School* Principal 5. B.Ed Students / School* Students</p> <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above</p>
<p>2.4.13</p>	<p>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</p> <p>1. Effectiveness in class room teaching 2. Competency acquired in evaluation process in schools 3. Involvement in various activities of schools 4. Regularity, initiative and commitment 5. Extent of job readiness</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 or 2 of the above</p>
<p>2.6.2</p>	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <p>1. Display of internal assessment marks before the term end examination 2. Timely feedback on individual/group performance 3. Provision of improvement opportunities 4. Access to tutorial/remedial support 5. Provision of answering bilingually</p> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: E. None of the above Remark : Data updated as per supporting documents.</p>
<p>2.7.2</p>	<p>Average pass percentage of students during the last five years</p>

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
00	39	49	33	38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	38	49	33	38

Remark : HEI has not provided the result sheets. DVV is not able to verify the data.

2.7.4 Performance of outgoing students in internal assessment**2.7.4.1. Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Answer before DVV Verification : 100

Answer after DVV Verification: 50

Remark : HEI has not provided the supporting documents for internal assessment.

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

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: B. Any 3 of the above

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

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

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	52	55	85	65

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	2	1	1

Remark : Data updated provided by the supporting documents.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
175	125	15	79	64

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
100	152	55	85	65

Remark : Data updated as per supporting documents provided by the HEI in metric id 3.3.1

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

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

Answer before DVV Verification : 3

Answer after DVV Verification: 0

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

Answer before DVV Verification : 9

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

4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five

years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.45	0.29	0.26	0.20	0.40

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.4	0.2	0.2	0.20	0.40

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0.44	0.07	0.19	0.08	0.05

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.4	0.07	0.1	0.08	0.05

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**4.2.5.1. Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Answer before DVV Verification : 2129

Answer after DVV Verification: 2129

4.2.5.2. Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Answer before DVV Verification : 2146

Answer after DVV Verification: 2146

4.2.5.3. Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Answer before DVV Verification : 2172

Answer after DVV Verification: 2172

4.2.5.4. Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Answer before DVV Verification : 2323

Answer after DVV Verification: 2323

4.2.5.5. Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Answer before DVV Verification : 2189

Answer after DVV Verification: 2189

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

1. **Relevant educational documents are obtained on a regular basis**
2. **Documents are made available from other libraries on loan**
3. **Documents are obtained as and when teachers recommend**
4. **Documents are obtained as gifts to College**

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: E. None of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.88	0.49	0.56	0.35	0.55

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.8	0.4	0.5	0.3	0.5

5.1.1 **A range of capability building and skill enhancement initiatives are undertaken by the institution such as:**

1. **Career and Personal Counseling**
2. **Skill enhancement in academic, technical and organizational aspects**
3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training**
4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
5. **E-content development**
6. **Online assessment of learning**

Answer before DVV Verification : C. Any 2 or 3 of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

5.1.2 **Available student support facilities in the institution are:**

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**

3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**
9. **Canteen**
10. **Toilets for girls**

Answer before DVV Verification : B. Any 7 of the above
 Answer After DVV Verification: B. Any 7 of the above

5.1.3	<p>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</p> <ol style="list-style-type: none"> 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies 2. Details of members of grievance redressal committees are available on the institutional website 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students 4. Provision for students to submit grievances online/offline 5. Grievance redressal committee meets on a regular basis 6. Students' grievances are addressed within 7 days of receiving the complaint <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. Any 1 or none of the above</p>					
5.1.4	<p>Institution provides additional support to needy students in several ways such as:</p> <ol style="list-style-type: none"> 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident) <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: C. Any 2 of the above</p>					
5.2.1	<p>Percentage of placement of students as teachers/teacher educators</p> <p>5.2.1.1. Number of students of the institution placed as teachers/teacher educators during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 2033 1046 2083"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19
2022-23	2021-22	2020-21	2019-20	2018-19		

0	1	2	3	2
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1	3	0

Remark : Data updated as per supporting documents provided.

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

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

Answer before DVV Verification : 7

Answer after DVV Verification: 4

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

Answer before DVV Verification : 0

Answer after DVV Verification: 0

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

Answer before DVV Verification : 0

Answer after DVV Verification: 0

Remark : Data updated as per supporting documents.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	4	2	1	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	4	0	1	0

Remark : Data updated as per supporting documents.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
90	221	70	291	344

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	1	2	3

Remark : Data updated as per details provided by the HEI

5.4.2 **Alumni has an active role in the regular institutional functioning such as**

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Answer before DVV Verification : B. Any 4 or 5 of the above

Answer After DVV Verification: B. Any 4 or 5 of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	0	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	0	2

Remark : Data updated as per supporting documents.

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

1. **Planning and Development**

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

Answer before DVV Verification : B. Any 5 of the above

Answer After DVV Verification: B. Any 5 of the above

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

6.3.3.1. **Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	1	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	11	6	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	3	1	0	0

6.5.3 **Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
389	354	150	207	265

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	3	3	4

6.5.4	<p>Institution engages in several quality initiatives such as</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above</p>
7.1.3	<p>Institution waste management practices include</p> <ol style="list-style-type: none"> 1. Segregation of waste 2. E-waste management 3. Vermi-compost 4. Bio gas plants 5. Sewage Treatment Plant <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above</p>
7.1.4	<p>Institution has water management and conservation initiatives in the form of</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage <p>Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: E. None of the above</p>
7.1.6	<p>Institution is committed to encourage green practices that include:</p>

1. Encouraging use of bicycles / E-vehicles
2. Create pedestrian friendly roads in the campus
3. Develop plastic-free campus
4. Move towards paperless office
5. Green landscaping with trees and plants

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. Any 1 or 2 of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1.77	0.21	0.25	0.25	0.21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1.7	0.2	0.2	0.2	0.2

7.1.9 **Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways**

1. Code of Conduct is displayed on the institution's website
2. Students and teachers are oriented about the Code of Conduct
3. There is a committee to monitor adherence to the Code of Conduct
4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically

Answer before DVV Verification : A. All of the above

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

2.Extended Profile Deviations

ID	Extended Questions
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p>

2022-23	2021-22	2020-21	2019-20	2018-19
206	156	102	90	88

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
206	156	102	90	88

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
200	150	100	100	100

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	50	50	50

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
169	120	65	52	67

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	25	25	25

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
103	52	50	40	48

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	52	50	40	48

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
103	52	50	40	48

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	52	50	40	48

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
206	156	102	90	88

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
103	103	53	50	40

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27.68	19.79	15.05	33.47	23.46

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27.68	19.79	15.05	33.47	23.46

2.2 **Number of Computers in the institution for academic purposes..**

Answer before DVV Verification : 22

Answer after DVV Verification : 22