



# YEARLY STATUS REPORT - 2020-2021

## Part A

### Data of the Institution

#### 1.Name of the Institution

GOVERNMENT COLLEGE OF EDUCATION,  
IASE, AURANGABAD

- Name of the Head of the institution **Dr. Muley Sanjivani Shrikant**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **02402334840**
- Mobile No: **9422206410**
- Registered e-mail ID (Principal) **govtiase@gmail.com**
- Alternate Email ID **sanjivanimuley.11@gmail.com**
- Address **Padampura, Railway Station Road,  
Aurangabad**
- City/Town **Aurangabad**
- State/UT **Maharashtra**
- Pin Code **431005**

#### 2.Institutional status

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

- Location **Urban**
- Financial Status **Grants-in aid**
- Name of the Affiliating University **Dr.Babasaheb Ambedkar Marathwada University, Aurangabad.**
- Name of the IQAC Co-ordinator/Director **Dr.U.J.Karawande**
- Phone No. **02402334840**
- Alternate phone No.(IQAC) **02402334840**
- Mobile (IQAC) **8369911260**
- IQAC e-mail address **iaseiqac@gmail.com**
- Alternate e-mail address (IQAC) **govtiase@gmail.com**

**3.Website address**

- Web-link of the AQAR: (Previous Academic Year) [http://www.iaseaurangabad.org/  
http://iaseaurangabad.org/showpdf.aspx?PID=27](http://www.iaseaurangabad.org/http://iaseaurangabad.org/showpdf.aspx?PID=27)

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

- if yes, whether it is uploaded in the Institutional website Web link: <http://iaseaurangabad.org/showpdf.aspx?PID=142>

**5.Accreditation Details**

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
<b>Cycle 1</b>	<b>A</b>	<b>87.25</b>	<b>2005</b>	<b>03/05/2004</b>	<b>02/05/2009</b>
<b>Cycle 2</b>	<b>A</b>	<b>3.27</b>	<b>2015</b>	<b>01/05/2015</b>	<b>30/04/2020</b>

**6.Date of Establishment of IQAC****19/01/2006****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
<b>IASE</b>	<b>RUSA</b>	<b>RUSA</b>	<b>01/04/2020</b>	<b>5000000</b>

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

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

**9. No. of IQAC meetings held during the year** **05**

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

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

- If yes, mention the amount **5000000**

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

- State Webinar on "Career Opportunities after Graduation" on 15/10/2020 (Beneficiaries 97)
- State Webinar on "Maintenance of Standards in Higher Education with respect to CAS on 16/10/2020. (Beneficiaries 117)
- National Workshop on "Immunity Booster Tips Through Yogic Practices" on 17/10/2020 (Beneficiaries 108)
- E-material / content developed by the faculties.
- Students' e-material development and YouTube channels.

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

Plan of Action	Achievements/Outcomes
Online Teaching Learning due to Pandemic.	The Curriculum was transacted fruitfully in this adverse situation.
Online internal Evaluation	Various platforms were used to assess the progress of pupils like Google Forms, Testmoz, etc.
Conduction of Internship through online mode	Internship was modified to suit online mode and this practicum component was completed successfully.
Organization of EPC- Understanding the Self in collaboration with other institutes through online mode.	An Exhaustive two weeks' workshop on EPC-Understanding the Self was successfully organized in collaboration with Govt College of Education, Akola through online mode.
Completion of pending AQARs	The pending AQARs were completed and updated as per new format suggested by NAAC.

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
IQAC	29/12/2020

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

**Part A****Data of the Institution**

<b>1.Name of the Institution</b>	GOVERNMENT COLLEGE OF EDUCATION, IASE, AURANGABAD
• Name of the Head of the institution	Dr. Muley Sanjivani Shrikant
• Designation	Principal
• Does the institution function from its own campus?	Yes
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• Name of the Affiliating University	Dr.Babasaheb Ambedkar Marathwada University, Aurangabad.				
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• Web-link of the AQAR: (Previous Academic Year)	<a href="http://iaseaurangabad.org/showpdf.aspx?PID=27">http://iaseaurangabad.org/showpdf.aspx?PID=27</a>				
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<b>6.Date of Establishment of IQAC</b>			19/01/2006		
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<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>
<ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>	<b>5000000</b>
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>	
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<ul style="list-style-type: none"> <li>• Students' e-material development and YouTube channels.</li> </ul>	
<b>12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).</b>	

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Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
IQAC	29/12/2020

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

Year	Date of Submission
2020	15/03/2022

**15. Multidisciplinary / interdisciplinary**

The Faculty of Education is Multidisciplinary as well as Interdisciplinary and even Cross-Disciplinary in nature. Because it encompasses so many subjects like all school subjects, viz.,

First-Second & Third Languages, Science, Maths, History, Geography, Economics, Civics and foundation courses like Philosophy, Sociology, Psychology. It covers Pedagogy, Technology, Statistics, Administration & Management.

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

As far as Academic bank of credits is concerned, it is under consideration at all levels in our university.

So this may be taken as in pipeline.

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

The very nature of the B.Ed. & M.Ed. Programmes is profession programmes. So, it contains more than 50% skill based components in the curricula. A lot of activities like Micro-teaching workshop, Teaching Aids preparation workshop, Evaluation workshop, Lesson Planning workshop, Art & Craft workshop, Drawing workshop, etc workshops are planned to inculcate specific skills necessary for a teacher & teacher educators.

In addition to it there are EPC components to enhance the Professional Capabilities of the trainees. A special component called "Internship" of about 01+04 = 05 Months' duration is included in the curriculum to shape the interns into skilled teachers.

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

The Indian languages & culture is integrated in the curriculum through the theory as well as practicum part of the syllabus. The medium of instruction of our institute itself is "Marathi" which is complemented by "Hindi" and other local languages and dialects.

There is a special theory paper "Language across the curriculum" which looks after this point. The celebration of days and events as well as annual social gathering integrates the culture components in the curriculum as practical components whereas almost all the theory papers integrate the Indian culture appropriately in the curriculum.

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

The new revised syllabus has a special focus on Outcome based education (OBE). Each and every Programme has enlisted the Programme Outcomes and under it all courses put forth the objectives as well as Programme Outcomes.

So the programmes are focussed and aimed at Outcome based education (OBE).

#### 20.Distance education/online education:

This Programme is coined to suit face-to-face education. So there is no scope for distance education as far as the basic programmes offered by this institute. But simultaneously the students are offered various online courses on SWAYAM and such platform through online distance mode education.

### Extended Profile

#### 2.Student

2.1	100
Number of students on roll during the year	
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
2.2	100
Number of seats sanctioned during the year	
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
2.3	50
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
2.4	36
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	<a href="#">View File</a>
2.5 Number of graduating students during the year	36
File Description	Documents
Data Template	<a href="#">View File</a>
2.6 Number of students enrolled during the year	64
File Description	Documents
Data Template	<a href="#">View File</a>
<b>4. Institution</b>	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	57.9228
4.2 Total number of computers on campus for academic purposes	35
<b>5. Teacher</b>	
5.1 Number of full-time teachers during the year:	6
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2 Number of sanctioned posts for the year:	6
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	

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

Every academic year begins with a staff meeting. In this meeting following work is done.

1. Staff members are allotted various theory courses - Separate staff meetings are organized for core courses, specialized courses, for teaching, learning and enhancing professional abilities for both the years of B.Ed&M.Ed course.

2. Faculty members formulate a course outline in which the teaching hours, learning hours and the assessment procedure is outlined.

3. The practical work related to the course and design of new scoring keys if necessary is done.

4. Staff members who are in-charge of the practical courses outline practicing for teaching and enhancing professional capacities for B.Ed&M.Ed courses.

5. A tentative time plan to be followed during the year is proposed after discussion by all the staff members.

6. As per the guidelines of government of Maharashtra and Babasaheb Ambedkar Marathwada University credit, course wise workload is distributed among B.Ed and M.Ed faculty members.

Students Orientation .It the beginning of the year the students are given general orientation of the entire B.Ed and M.Ed program by the Principal.

After these orientation sessions the actual commencement of the session begins when weekly timetables are displayed to the students on notice board.

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

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

A. All of the above

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

**1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which**

A. All of the Above

**are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="http://iaseaurangabad.org/showpdf.aspx?PID=136">http://iaseaurangabad.org/showpdf.aspx?PID=136</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 1.2 - Academic Flexibility

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

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

**B. Ed. 14 , M. Ed. 4**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	Nil

<b>1.2.2 - Number of value-added courses offered during the year</b>	
1	
<b>1.2.2.1 - Number of value-added courses offered during the year</b>	
1	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>	
100	
<b>1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>	
100	
File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance</b>	<b>Three of the above</b>

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

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

Nil

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

Nil

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

### 1.3 - Curriculum Enrichment

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

1 .college followed the syllabus designed by its affiliated university which is BAMU, Aurangabad. Through all theory courses and practicals given in the syllabus, we have developed coherent understanding of the teacher education field. Due to the COVID 19 pandemic this year, it was not possible to arrange the field visits, although we encouraged and trained our student teachers to conduct online lessons in various schools during the internship program.

2. According to the university designed B.Ed. Syllabus, the students are supposed to select two method courses from two groups of methods given in the syllabus. Along with that; there is a provision of optional courses of each pedagogical subjects at higher secondary level. Post-graduate students have the provision of selecting pedagogical optional course through given optional courses..

3. The philosophical, sociological, and psychological base of education and acquire knowledge, competencies, values, and skills are understood by the student teachers through theory courses. During their practice teaching they apply the learned knowledge and skills. 4. This year due to the COVID 19 pandemic we faced limitation to organize such kind of activities in the presence of students but nonetheless various activities were organized through online mode..

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

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

1.Our Institution includes lesson plans that prepare the students to understand all diverse forms of education system 2.The institute helps the students to understand different types of school administration and readies them for the same 3.There is enhancement in the students' work as seen in a diverse environment 4.Diverse environment enables them to concentrate and push themselves further when there are people of other backgrounds working alongside them. 5. Our institution helps to build diversity and promotes employing human resource functions such as recruitment and orientation.Online/offline lessons in Semi-English classes in Marathi medium schools and in English medium schools are conducted by our students. They are trained to develop good communication skills in English for conducting the lectures. We guide and train our students throughout the lesson planning stage and post teaching stage. This year due to the pandemic situation we guided the students through online mode by using WhatsApp, zoom and Google Classroom. Using this approach we empower and encourage our students to become skillful teachers for different levels of school education.This year due to the COVID 19 pandemic, we organized these activities through online mode.

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

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

B. Ed. and M. Ed. Students derive professionally relevant understanding and consolidates these into their professional acumen from the wide range of curricular experiences providing through various learning experiences and Enhancing Professional Capacities ( EPC). These courses are included in curriculum. Various activities and theoretical explanations are given to the students. These ( EPC) s are as follows:- EPC - I - Critical

Understanding of ICT. EPC-II - Health and Yoga Education. EPC - III - Reading and Reflection on Text. EPC - IV - Understanding the self EPC - V- Drama and Art in Education.

Practicum course- Professional competencies are developed through Enhancing Professional Competencies and Language across the School Curriculum (LASC). The students perform group activities, discussions etc under these. This year due to the COVID 19 pandemic, we organized these activities through online mode. Through these practicum we developed different thinking skills and teamwork with others.

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

#### 1.4 - Feedback System

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

Four of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Feedback collected, analyzed and action taken

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

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

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

100

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

100

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

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

44

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

44

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

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

05

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

05

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

## 2.2 - Honoring Student Diversity

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

- In the beginning of the first academic session only we conduct Talent-Search program, which helps us to assess the Students' Communication Skill proficiency, to know their interests, hobbies, social condition, economic condition,

etc. to facilitate / extend the needed support, if any.

- We conduct micro-teaching skills workshop, which helps to diagnose the lacking skills that are necessary for a teacher and to assess individual learning needs pertaining to various planning competencies, teaching competencies, managerial competencies and evaluation competencies through formative, descriptive and rigorous feedback and open discussion sessions.
- Apart from that we conduct content knowledge test. It provides us the necessary data about the subject specific learning needs of the students in their methodology subjects that helps us to design, develop and organize the remedial teaching program. Accordingly we try to develop the lacking content knowledge of the students before they actually enter into practice teaching in the field / practice lessons in the schools.
- Also at our institution level we conduct (admission round wise) interview sessions for the newly admitted students to know their mastery / specialities in different areas / subjects to facilitate the selection of appropriate methodology & optional subjects.

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

<b>2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs</b>	<b>Four/Three of the above</b>
--	--------------------------------

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

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

Four of the above

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

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

14 :1

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

7

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.3 - Teaching- Learning Process

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

For ensuring effective learning the teacher educators made use of various instructional approaches and provide learning experiences suitable to the students various strategies and methods, experimental learning through micro teaching, stimulation variations, models of teaching, ICT based lessons, internship program, field visits, etc., were used, seminar, workshops, panel discussion, supervised study, inductive-deductive methods, problem solving methods etc., were frequently used by the faculty members.

This year due to pandemic situation online mode of instruction is used by the teacher educator. All teacher educators made use of Zoom, google meet platforms for online lectures and execution of all kinds of practicum. All the faculty frequently used google classroom, blogs websites, YouTube channel etc., for teaching. Students were given various types of direct and indirect learning experiences during their B.Ed. program. Direct learning experiences were given to the students through workshop, practice teaching and classroom teaching, curricular, co-curricular activities, celebration of important days etc.,.

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

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

**others excluding PPT during the year**

5

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://www.youtube.com/channel/UCqGkYZpaA0A4uozT6X4hjCg">https://www.youtube.com/channel/UCqGkYZpaA0A4uozT6X4hjCg</a> <a href="https://classroom.google.com/c/MzM2MzQ3NTkzMTg1?cjc=2l4tgjx">https://classroom.google.com/c/MzM2MzQ3NTkzMTg1?cjc=2l4tgjx</a> <a href="https://www.youtube.com/channel/UCLx5_LiyrWxwmkS8_KpcsKQ/videos">https://www.youtube.com/channel/UCLx5_LiyrWxwmkS8_KpcsKQ/videos</a> <a href="https://classroom.google.com/c/MzE0MDgzOTk5NDQ0?cjc=nzqmyoa">https://classroom.google.com/c/MzE0MDgzOTk5NDQ0?cjc=nzqmyoa</a> <a href="https://www.youtube.com/user/prashik22870/videos">https://www.youtube.com/user/prashik22870/videos</a> <a href="https://classroom.google.com/h">https://classroom.google.com/h</a> <a href="https://edudian.wordpress.com/about/">https://edudian.wordpress.com/about/</a>
Any other relevant information	<b>No File Uploaded</b>

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

100

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

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

**Three of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	<a href="https://www.youtube.com/user/prashik22870/videos">https://www.youtube.com/user/prashik22870/videos</a> <a href="https://classroom.google.com/h">https://classroom.google.com/h</a> <a href="https://edudian.wordpress.com/about/">https://edudian.wordpress.com/about/</a> <a href="https://www.youtube.com/channel/UCLx5_LiyRwxwmkS8_KpcsK0/videos">https://www.youtube.com/channel/UCLx5_LiyRwxwmkS8_KpcsK0/videos</a> <a href="https://www.youtube.com/channel/UCqGkYZpaAOA4uozT6X4hjCg">https://www.youtube.com/channel/UCqGkYZpaAOA4uozT6X4hjCg</a>
Any other relevant information	<a href="#">View File</a>

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

Students are regularly mentored by the teacher educators. Various teaching learning activities especially for the practical are carried in the groups. Students are divided in the various groups of 8-10 students for the activities like micro teaching, stimulated teaching, internship etc. Each group is mentored by a teacher educator who takes the responsibility of completion of the work under his/her guidance. He/she keeps the records of the attendance, academic performance and students' participation in different activities. Teacher educator helps the students in every step of the learning.

We also have various subject clubs which are guided by the respective subject teacher and the activities are organized by the students. Student performance in method subjects is assessed through various tests and tutorial. Students perform various curricular and co-curricular activities related to their teaching subject/methods.

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

<b>2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading &amp; discussion on it Discussion on recent policies &amp; regulations Teacher presented seminars for benefit of teachers &amp; students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global</b>	<b>Five/Six of the above</b>
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File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

<b>2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students</b>
<p><b>Creativity :</b> Students are exposed with various type of direct and indirect teaching-learning experiences for nurturing the creativity among them. We nurture creativity among student through different types of workshops i.e. Micro teaching, Teaching aids, content enrichment, lesson plan and deomonstration, pre internship, Talent Search Program, etc,. This types of workshop helps to nurture creativity among the students.</p> <p><b>Life Skills :</b> Topic related to life skills programincluded various types of EPC's (Enhance Professional Capacities). Every year we organise various activities related to the life skill development through lead college activities.</p>

Due to pandemic situation this year there were limitations to conduct many more activities. Still in a special workshop the students were oriented to acquaint with online TLP and adopt it in their practice teaching i.e. how to develop e-lesson, how to organise and manage, how to create YouTube channels and videos.

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

## 2.4 - Competency and Skill Development

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

Seven/Eight of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possible	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**2.4.2 - Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP)**

Eight /Nine of the above

<b>Identifying varied student abilities Dealing with student diversity in classrooms</b> <b>Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</b>													
<table border="1"> <thead> <tr> <th data-bbox="86 539 539 618">File Description</th> <th data-bbox="539 539 1436 618">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 618 539 685">Data as per Data Template</td> <td data-bbox="539 618 1436 685"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 685 539 786">Reports and photographs / videos of the activities</td> <td data-bbox="539 685 1436 786"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 786 539 931">Attendance sheets of the workshops / activities with seal and signature of the Principal</td> <td data-bbox="539 786 1436 931"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 931 539 1032">Documentary evidence in support of each selected activity</td> <td data-bbox="539 931 1436 1032">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1032 539 1099">Any other relevant information</td> <td data-bbox="539 1032 1436 1099">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Reports and photographs / videos of the activities	<a href="#">View File</a>	Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>	Documentary evidence in support of each selected activity	No File Uploaded	Any other relevant information	No File Uploaded	
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Documentary evidence in support of each selected activity	No File Uploaded												
Any other relevant information	No File Uploaded												
<b>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</b>	<b>Three of the above</b>												
<table border="1"> <thead> <tr> <th data-bbox="86 1559 539 1637">File Description</th> <th data-bbox="539 1559 1436 1637">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1637 539 1704">Data as per Data Template</td> <td data-bbox="539 1637 1436 1704"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1704 539 1883">Details of the activities carried out during the academic year in respect of each response indicated</td> <td data-bbox="539 1704 1436 1883"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1883 539 1951">Any other relevant information</td> <td data-bbox="539 1883 1436 1951">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>	Any other relevant information	No File Uploaded					
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Data as per Data Template	<a href="#">View File</a>												
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>												
Any other relevant information	No File Uploaded												
<b>2.4.4 - Students are enabled to evolve the following tools of assessment for learning</b>	<b>All of the above</b>												

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations**

**Four of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.6 - Students develop competence to organize academic, cultural, sports and**

**Four of the above**

**community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**All of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

- 1. Selection of School: Schools are selected from the different area. Schools from urban area. Slum area, Boys and Girls school & Co-education school are selected just to expose the students with school of different types and level.**

2. Before every internship institution call a meeting of the school headmasters and the mentor teachers to discuss the suitable period, duties of the school and their teachers, mentor teachers. Every issue discussed and sorted out well before the internship program. Mentor teachers of the school is coordinator between college and school.
3. A Group of 10 or 12 students accompanied by a teacher educator go to the school of different assigned school where the student teacher performs the activities given in the syllabus. Internship in charge of the institution gives all instruction regarding internship to the students and faculties. Group guide conduct meeting of their respective group and orient the students regarding the activities to be carried during the internship program.
4. Students' performance is assessed through observations, rating scale, discussion, meeting with the students and their mentor teachers.

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

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

##### 2.4.9.1 - Number of final year students during the academic year

37

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Nine/All of the above

reports	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sample copies for each of selected activities claimed	<a href="#">View File</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View File</a>
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded
<p>2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.</p> <p>The institution has a sound monitoring mechanism during the internship programme. Students are assigned the schools under the supervision of a teacher educator who schools unde to discuss the problems faced during the internship. Apart from that every teacher educator conducts periodic meeting with interneees at the school and takes a review of the work done and the work to be completed. During internship programme our students in each group participate in the meetings organized by the school such that staff meeting, parents meeting etc. At the end of every week, group leader (simulated headmaster) conducts the meeting of the group. In the meeting they discuss on various programmes to be organized in the schools and they plan different activities/programmes for next week. Our principal gives surprise visits to the different schools during internship programme and solves the problems if any. Students' performance is assessed through observations, rating scale, check list, and discussion. Student's lessons are observed by the teacher educators as well as school teachers. They gave their feedback for further improvement.</p>	
File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

<p><b>2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes)</b></p>	<p>All of the above</p>
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File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View File</a>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<p><b>2.4.13 - Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness</b></p>	<p>Five of the above</p>
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File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.5 - Teacher Profile and Quality

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

6

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

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

6

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

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

25

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

25

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Institution motivates teachers for attending Orientation Programme, Refresher Course Faculty Development Programme,

workshops, seminars, symposia etc. All faculty members actively participated in the webinars, workshops and seminars. They discuss the main points of the programme attended with the other teachers. All faculty members published their research papers in various national and international journals. One faculty members submitted research proposals to the ICSSR in the month of September, 2021.

In house discussions on current developments and issues in education was held in Staff Meeting Teacher educators present their thoughts and orient other faculties on any contemporary issue or any other topic in the field of education culture, politics, economics etc. Research Inspiration Committee of the college motivates the teachers to carry on research activities and keeps them informed regarding events in the area of research

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

## 2.6 - Evaluation Process

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

The B.Ed. syllabus of Dr. Babasaheb Ambedkar Marathwada University is designed in such a way that it gives ample opportunity for Continuous Internal Evaluation (CI), College adopted Continuous Internal Evaluation system to assess student's development is all the two years. Exam department informs the students about examination pattern, schedule and regulations etc. Theory course are continuously assessed through tutorial, sessional work, internal exam by the college. Viva-voce and year ended exam by the University. \* Results of Internal Examinations are analyzed by the respective subject teachers. According to analysis report teacher-educators take necessary changes if needed. We also arrange Remedial teaching Programme for weaker students.

Practicum courses are assessed through continuous observations and records are kept in the form of reports, rating scales, observation schedule. At various stages student receive feedback from different stakeholders such as teacher-educators, school teachers, Headmasters, parents etc. Principal conduct a review meeting to give necessary feedback for the improvement of students' performance. Whenever necessary, the college calls the

parent for a discussion about the student performance. Continuous assessment is also done through group discussions, seminars, assignments and periodical written tests which help to know the performance of the students and to take remedial measure if needed.

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

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

Five of the above

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

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

We have functional grievance redressal cell in our institution. Through this cell we solve all kinds of grievances related to teaching, learning, discipline, curriculum and examination. We have made available a complaint box to the students. Students are free to post their suggestions or complaints if any into this box.

We conduct meetings of this cell periodically and discuss complaints/suggestions made by the students and take necessary actions on particular suggestions/complaint made by the students. We open the complaint box at the end of every month and make sure about the complaint if any. But yet we have not received any complaint regarding examination

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Our institution prepares year wise academic calendar through IQAC at the beginning of every academic year. This calendar shows teaching dates, examination dates, practicum dates and dates of remedial teaching. While preparing academic calendar we take care of the academic sessions declared by the university and list of holidays provided by Dr. Babasaheb Ambedkar Marathwada University, Aurangabad and Government of Maharashtra. The academic calendar is thoroughly discussed in the staff meeting and IQAC meeting and get it approved for implementation. Finally, this is distributed to the teachers, published on the notice board, and also made available on college Website. The effectiveness of the process is maintained and monitored by the principal through periodical staff meeting and meetings conducted by IQAC. We also mapping the academic calendar to understand the periods and activities at a glance. The mapping shows the weekly period for the activities mentioned in the calendar. We try to implement internal examination, tutorial, sessional works, Viva-voce, open book exam according to the period assigned in the academic calendar. Sometimes we have to adjust and be flexible in conducting internal evaluation such as internal examinations, tutorials, sessional work etc., due to various reasons like late admission, flood situation, pandemic situation etc.

## 2.7 - Student Performance and Learning Outcomes

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

Programme Learning Outcomes (PLO's) and Course Learning Outcomes (CLO's) are prescribed in the syllabus developed by the university. The teaching learning process is aligned accordingly by all the teachers, who plan out their curriculum transaction activities so as to ensure the realization of CLOs.

Teachers prepare year plan of their teaching courses to achieve the Course Learning Outcomes. Accordingly in the beginning of every academic year, every faculty design and develop the learning experiences regarding the course assigned to them, such that the desired course learning outcomes will be ensured. The institution prepares different time tables for different practicums. Through these they plan out various activities. For attaining the objectives of the whole B.Ed. programme, teachers plan and organize various curricular, co-curricular and extracurricular activities in the college.

Various clubs (Language Club, Mathematics Club, Science Club, History Club, and Nature Club) are functional in the college. Through these clubs we organize various activities. Whole teaching learning process of the institution is aligned with the stated PLO's and CLO's. The Programme Learning Outcomes are achieved through the achievement of Course Learning Outcomes.

The annual calendar, teacher's year plan and teaching plan focus on the achievement of the stated Programme Learning Outcomes and Course Learning Outcomes.

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

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

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

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

College adopted Continuous Internal Evaluation (CIE) System to assess student's development in all the year. Theory course are continuously assessed through tutorial, open book examination, sessional work, internal exam by the college, and Viva-voce and year end exam by the University. Results of Internal Examinations are analyzed by the respective subject teachers and display on notice board. Marks of tutorials, sessional work, open book exam and internal exam are submitted to the examination department. Practicum courses are assessed through continuous observations and records are kept in the form of reports, rating scales, observation schedule etc. Student's lessons are observed and performance are recorded by using a rating scale. Each lesson is observed on 5 points rating scale of 20 items carrying 100 marks for each lesson. These marks are recorded in the lesson register. Students are given written feedback on their lesson plans after observation. Students' performance in theory and practicals duly discussed with them for further improvement. Mentor teachers keep them informed regarding their performance and necessary improvements are ensured. Feedback is collected at the end of the year and analyzed properly. The results of the feedback are used for further improvement.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

28

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

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

At the beginning of the B.Ed. programme we specially conduct interviews of all admitted students. Purpose of this interview is to identify the learning needs of B.Ed. students. Main focus of this interview is to identify talent, hobbies and achievement of the students in various field We prepare cultural groups according to data collected in the interview. We conduct all practicals through groups and give guidance to the students. We conduct content knowledge test of the students at the very beginning of the second semester. We assess their content knowledge through test and give guidance for improving their content knowledge. We diagnose their teaching skills before micro teaching workshop and take a decision about what kinds of skills should be practiced during micro teaching workshop. We observe students lesson and give written feedback to everyone on their lesson plans. Students make changes in their future lessons and use proper teaching aids, evaluation tools, and other kinds of learning experiences in their lessons.

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

## 2.8 - Student Satisfaction Survey

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

<https://iaseaurangabad.org/showpdf.aspx?PID=148>

## RESEARCH AND OUTREACH ACTIVITIES

### 3.1 - Resource Mobilization for Research

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

00

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

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

00

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

**3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional**

Two of the above

**functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports**

All of the above

File Description	Documents
Documentary evidences in support of the claims	<a href="#">View File</a>
Details of reports highlighting the claims made by the institution	<a href="#">View File</a>
Reports of innovations tried out and ideas incubated	<a href="#">View File</a>
Copyrights or patents filed	No File Uploaded
Any other relevant information	<a href="#">View File</a>

**3.2 - Research Publications**

**3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year****01**

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

**3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year****01**

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

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

53

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

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

302

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

302

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

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

The academic year 2020-21 was Pandemic period all over the country. This posed restrictions in organizing outreach activities sensitizing the students to the social issues. Still it has been the practice of the institute to organise such outreach activities sensitizing, exposing and involving the students in social issues; viz. developing scientific temper in society through skits, one-act-plays, mimes, etc; participation in vaccination drives; save girl-child campaign; environment awareness programmes; etc.

Still capturing the opportunities, what ever could be made available in the academic year 2020-21, the students were exposed to such social issues through online webinars and online sessions organised throughout the year.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

**3.4 - Collaboration and Linkages**

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

07

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

00

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

04

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

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

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

The college campus has adequate facility. All required Physical facilities are available in the college premises / building such as class rooms, auditorium, administrative office, spacious laboratories , language resource centres and social science resource centres etc.

- A Multipurpose hall with ICT facilities for conducting workshops, seminars and training programme with more than 80 users seating capacity .
- Well equipped Curriculum laboratories such as Language lab, Science lab, Social Science Lab, Psychology Lab, Maths Lab, Science Lab, Day Care Centre, Sports Equipments, Yoga Hall etc are available in the institution.
- Well Furnished Principal office, Administratation office and staff room with Wi-Fi connection.
- The Institution has well established Research Centre which is affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.
- Auditorium where badminton facility is available.
- Library covering of 378.25 sq.mts has attached reading room, research cubical with seating capacity for 40 student.
- Computing Equipment with internet facility is available.
- Separate Computer /ICT Laboratory is available in the college campus with LAN/Wi-Fi connection.
- Separate common room and toilet facility is available for male and female Students.
- The Computer lab/ ICT lab includes 54 computers .
- Health and Physical Education resource centre with adequate equipments and facilities is available.

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

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

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

4

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

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

2.58

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

#### 4.2 - Library as a Learning Resource

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

The library of the College is Partially automated by using the

Integrated Library Management System (ILMS) namely Soul Software which is designed and developed by the INFLIBNET Centre, Gandhinagar Ahmedabad. It is a user-friendly software developed to work under client-server environment. The record of issuance of books and return of books by students are duly recorded in the software.

Using the different modules of software library provide following services.

- In an automated catalogue all the bibliographic details are available.
- Database of the library holdings allow access through any required field like title, author name, Subject, Publisher etc.

Features of Library Management System as follows:

- UNICODE based multilingual support for Indian and foreign languages;
- Compliant to International Standards such as MARC21, AACR2, MARCXML;
- Client server based architecture, user friendly interface;
- Supports multi platform for bibliographic database such as MySQL, MS SQL or any other RDBMS;
- Supports cataloguing of electronic resources such as e journals, ebooks, virtually any type of material;
- Support requirements of digital library
- Support online copy cataloguing from MARC21 bibliographic database
- Update from software as well as offline update etc

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="https://iaseaurangabad.org/Photogallery.aspx">https://iaseaurangabad.org/Photogallery.aspx</a>
Any other relevant information	<a href="#">View File</a>

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

more than 100 - 200 words

The college campus library has computer and internet facilities. The library has resources for remote access through the websites and social media. The electronic resources such as books, e-journals, e-newspaper, e-syllabus, e-thesis and Dissertations, Online Educational Resources (OER) .Useful Educational links and online catalogue are made available for the staff and students. They can access these through Internet connected devices such as computer, tablet and smartphone from anywhere at any time. They can download the article and save them in their devices, Institute has paid annual subscription for Inflibnet N-List Consortia.

N-list is accessible through username and passwords. Library provides username and passwords for each student and faculty.

Library delivers various services like multimedia sharing, instant message delivery through whatsapp.

Educational videos of staff has made available to the students over youtube.

Access to the staff: Teachers and students use computer and internet to access various kind of information

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

a. By Teaching staff : on as and when required basis.

b. By students : on as and when required basis.

Computer and internet services are used by staff and the students alike

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Three of the above

**Shodhganga e-books Databases**

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	<a href="#">View File</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

0.579

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

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

155

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

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

Two of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 4.3 - ICT Infrastructure

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

There are different digital technological facilities available in the college. There are 04- smart classrooms, 02-smart lab and 01-digitally equipped conference hall and 02-digitally equipped laboratories available in the college. The up gradation work of old laboratory is also under construction. A well equipped computer lab is also functioning in the college. The students of

the college are access to the computer lab. The old college building and the library building are facilitated with the Wi-Fi connectivity. All the departments of the college are provided with computer and other related accessories. All teaching staff member use the ICT in the classrooms and laboratories, whenever needed. The different educational sites are shown to the students with the help of digital device and e-platform. Most of the official work is being done with the help of ICT. The college regularly maintains the IT facilities.

Computer is formatted in regular basis. College itself formats the computer without no fees and by the help of computer operator. Anti-virus is regularly installed in computer. All computer has anti-virus Wi-Fi connectivity is available in Principal chamber, Office-room, IQAC room, all departments including library and laboratories. CCTV is installed in every classroom.

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

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

3:31

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

B. 500 MBPS - 1GBPS

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

Four of the above

**Live studio Content distribution system  
Lecture Capturing System (LCS)  
Teleprompter Editing and graphic unit**

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

#### 4.4 - Maintenance of Campus and Infrastructure

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

962618.8

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Procedures and policies for maintaining physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. is as follows :

1. Purchase committee: Purchase committee is formed at the institutional level. Procedure for purchase is adopted as per the Govt. rules and regulations.

2. Institution have library committee for purchase of Books/Journals /e-resources etc.

3. Various sports equipments is purchase committee meeting.

The college campus is good facilitated. If particular facilities are not in a working condition, Meeting of maintenance and repairing committee is organised. Decisions are taken into consideration of the maintenance of the suggested facilities. As per the nature of the maintenance contract is given to the concern agency i.e. B C Department, Aurangabad or any other agencies.

Procedures and policies for utilizing physical, academic and support facilities - laboratory, library, sports , computers, classrooms etc. Purchased equipments, apparatus, books are recorded in the main stock register of the college. Separate stock registers are maintained and available in the every department and laboratories. Teacher trainees and faculty were used these facilities adopting proper method. Demands are submitted by the teacher trainees and faculty in the form of application to the principal and through the principal to the concerned head of the department. Concern head of the department issues

File Description	Documents
Appropriate link(s) on the institutional website	<a href="http://www.iaseaurangabad.org/Procedures.aspx">http://www.iaseaurangabad.org/Procedures.aspx</a>
Any other relevant information	<a href="#">View File</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

**5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects**

Five fo the above

<p><b>Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning</b></p>													
<table border="1"> <thead> <tr> <th data-bbox="86 465 539 533">File Description</th> <th data-bbox="539 465 1436 533">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 533 539 600">Data as per Data Template</td> <td data-bbox="539 533 1436 600"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 600 539 779">Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</td> <td data-bbox="539 600 1436 779"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 779 539 920">Sample feedback sheets from the students participating in each of the initiative</td> <td data-bbox="539 779 1436 920"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 920 539 1021">Photographs with date and caption for each initiative</td> <td data-bbox="539 920 1436 1021"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1021 539 1088">Any other relevant information</td> <td data-bbox="539 1021 1436 1088"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	<a href="#">View File</a>	Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>	Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>	Photographs with date and caption for each initiative	<a href="#">View File</a>	Any other relevant information	<a href="#">View File</a>	
File Description	Documents												
Data as per Data Template	<a href="#">View File</a>												
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>												
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>												
Photographs with date and caption for each initiative	<a href="#">View File</a>												
Any other relevant information	<a href="#">View File</a>												
<p><b>5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</b></p>	<p>Seven/Eight of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 1424 539 1491">File Description</th> <th data-bbox="539 1424 1436 1491">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1491 539 1559">Geo-tagged photographs</td> <td data-bbox="539 1491 1436 1559"><a href="#">View File</a></td> </tr> <tr> <td data-bbox="86 1559 539 1626">Any other relevant information</td> <td data-bbox="539 1559 1436 1626"><a href="#">View File</a></td> </tr> </tbody> </table>	File Description	Documents	Geo-tagged photographs	<a href="#">View File</a>	Any other relevant information	<a href="#">View File</a>							
File Description	Documents												
Geo-tagged photographs	<a href="#">View File</a>												
Any other relevant information	<a href="#">View File</a>												
<p><b>5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</b></p>	<p>A. All of the above</p>												

File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View File</a>
Report of the Placement Cell	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 5.2 - Student Progression

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

--

Number of students placed as teachers/teacher educators	Total number of graduating students
20	78

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

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

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

27

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

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

12

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

### 5.3 - Student Participation and Activities

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

As per Maharashtra Universities Act 1994, Dr. B. A. M. University, Aurangabad Student Council Circulars and guidelines sends to affiliated colleges. Our Institution, Govt. College of Education, I. A. S. E., Aurangabad is affiliated to Dr. BAMU, Aurangabad. As per the circular and guidelines Student Council is Formed in the institution. Institution announces the admitted students to apply for the various posts. Submitted applications were scrutinized. Election process was completed. Eligible candidates were selected and nominated on various posts. .students Council Secretary who were nominated according to their merit. The committee members prepared electoral roll for election of President and Secretary of the Institution. The whole process was done with very transparent and as per the guidelines.

Due to Covid 19 Pandemic Situation, in the academic year 2020-2021, Student Council is not established.

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

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

31

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 5.4 - Alumni Engagement

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

**Role of Alumni Association in the development of institution :**  
**Alumni Associaton plays vital role in the development of our institution.It's nature is non-registered but functional.Following roles effectively perform from our alumni.**

1. promoting institutional brand
2. providing mentoring to on-going teacher trainees
3. facilitating internships,career guidance,career opportunities,job placements
4. guidance regarding professional development of teacher
5. providing resource persons on various current issues,new trends in education
6. Providing financial help to needy students/teacher trainees
- 7.Providing physical resources for infrastructural development of institution/Physical facilities

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

<b>5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support</b>	<b>Five/Six of the above</b>
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File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	<a href="#">View File</a>

<b>5.4.3 - Number of meetings of Alumni Association held during the year</b>
<b>01</b>

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

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

Role of Alumni Association in the development of institution :  
Alumni Association plays vital role in the development of our institution. It's nature is non-registered but functional. Following roles effectively perform from our alumni.

1. promoting institutional brand
2. providing mentoring to on-going teacher trainees
3. facilitating internships, career guidance, career opportunities, job placements
4. guidance regarding professional development of teacher
5. providing resource persons on various current issues, new trends in education
6. Providing financial help to needy students/teacher trainees
7. Providing physical resources for infrastructural development of institution/Physical facilities

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. Govt. College of Education, IASE, Aurangabad is Govt. Institution, Professional Courses such as B.Ed., M.Ed. and Ph.D. are running in this institution. After completion of these courses they are placed as a Teacher and Teacher Educators in various schools, colleges etc.

The mechanism through which Alumni Association acts as an effective support system to the institution is as follows :

By Giving intellectual support

By Giving financial support

By Giving some needy infrastructural facilities

By giving plants (environmental awareness tools)

By giving expertisation lectures, Demo Lessons, Lectures in Orientation Programmes, Workshops in their subjects in Seminar, Webinar, Workshops

By giving Lectures in Content Enrichment Programmes

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

The Mission, Vision, Goals and Objectives of the institution are displayed at the entrance. The Motto of this institution is 'Tamso Ma Jotirgamaya'.

**Nature of Governance:** The institution was established by Government of Maharashtra. The Institute follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. Government always provides sufficient and good infrastructure, qualitative human resources and funds for the developments of institutions. Institute established with a firm commitment to foster a holistic approach to facilitate and promote studies and research in emerging areas of education, aim being to achieve excellence in the educational field towards development of education in the era of globalization. The governing body delegate authority to Principal and HOD who, in turn share it with different committees and cells for smooth functioning. We are on a mission to inculcate versatility in development of the dynamic personality of students through a lot of academic as well as professional preparations.

The IQAC monitors and supervises the overall quality and function

of the institution. IQAC gives the suggestions for excellence in education. Various academic & non-academic committees regularly conduct meetings and monitors the functioning of the institution.

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

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

The administration of the college is decentralised and transparent. All the administrative work of college is decentralised and carried out through various committees. All the stakeholders such as teachers, non teaching staff, students, alumni and other outsider stakeholders are included in various committees such as a college development committee, IQAC and other various college committees. All the committees work independently under the guidance of principal to plan and execute the different curricular activities.

The Admission Process for B.Ed. & M.Ed. Regular courses in Maharashtra State is Centralized.

The principal communicates all significant information to all the stakeholders and maintain records of all the functions of the Institution. Decisions about the budget , purchasing, maintaining the accounts of all expenditure , admission process etc are taken collectively. The principal communicates all the necessary GRs and other notices/ information received from the Government, University, Director of Higher Education, UGC immediately. Considering pandemic situation apart from e-mails academic and administrative WhatsApp groups are formed for the communication

purpose .

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

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

**Financial transparency :** This institution is Govt. institution. The Financial resources procured from the Govt. are utilized headwise,viz. Salary, Honorarium, Contingency, Computer stationery, Wages, water & telephone charges, rent-rate & taxes, TADA, office expenditure, etc. and the accounts are audited accordingly. In the institution financial/purchase Committee is formed. Principal, faculty members and administrative staff members are the member of this committee. Every financial decision is taken through this committee. As per budget by Mahakosh, BDS system financial process is done.

Academic transparency is maintained by giving the orientation about syllabus to the students, syllabus completion, facilities & services is discussed . Academic Calender is displayed on Notice Board as well as on the Websites. The faculty members are follow all the academic activities related to the students time to time. All admission are centralized processed & online and offline strickly follow the Govt.Rules .

Administrative transparency is maintained by communicating all significant information to the stakeholders and maintains records of all the functions of the Institutions. Decision about budget, purchasing, expenditure is taken collectively. The principle and other senior faculty communicates all the GRS and other notices/information received by the Government ,UGC, Director of Higher Education, University etc immediately.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 6.2 - Strategy Development and Deployment

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

Asper guidelines of Covid-19 it had been decided to conduct different activities , workshops, seminars through online platform .we guided the students through online mode by using WhatsApp, zoom and Google Classroom.

All the communication by the institution to the government, University & other Institutions is made electronically. Students were participated in essay competitions, yoga meditation, seminar,national event and days' celebration through online mode. students were participated in extension activity like as polio vaccination on different booth, AIDS awareness day, Blood donation camp, Road safety awareness Programme etc. by following guidelines of covid-19

The students were oriented to acquaint with online TLP and adopt it in their practice teaching i.e. how to developed e-lesson, how to organiseand manage,how to create you tube channels and videos.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://iaseaurangabad.org/showpdf.aspx?PID=151">https://iaseaurangabad.org/showpdf.aspx?PID=151</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The Organogram of the Institute clearly indicates Institutional administration Set up. This being a state government institution, Principal is the head of institution as administrative officer.

All the teaching and non teaching staff are appointed as per rules laid down by Govt of Maharashtra (An appointment order of non-teaching staff is attached as an example) from time to time. The recruitment of teaching staff is done through MPSC and governed by MCSR,UGC & University (An appointment order of teaching staff is attached as an example). The recruitment of non-teaching staff is done by Director of Higher Education at state level and Joint Director at regional level. The service condition and salary structure is as per government, NCTE, UGC norms. We follow all the procedures , rules, service ruled framed by Govt.of Maharashtra and other higher authority time to time.

All the Stakeholders are involved in institutional functioning. For the purpose of effective and efficient transaction of teaching and learning process, we have different committees power and decision making process has been decentralised. Policies and decision taken by the institute are discussed with stakeholders through the meetings of various committees. The amendment / updation in service rules are discussed in regular staff meetings.

File Description	Documents
Link to organogram on the institutional website	<a href="https://iaseaurangabad.org/showpdf.aspx?PID=149">https://iaseaurangabad.org/showpdf.aspx?PID=149</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The committees /Cells regularly conduct meetings to discuss relevant matters/ issues and take appropriate decisions there of and minutes of the meeting are duly recorded .

The IQAC Cells regularly organise Staffmeetings in the institution.

> For example in the meeting of 29/12/2020 the problems and strategy of implementing Internship during Pandemic period was discussed. The suggestions and remedies came up in the meeting were implemented in true spirit and appropriate strategies for implementing the internship in online modes was successfully planned and executed. Accordingly special workshop for trainees to cope up the new situation and online internship was planned and executed successfully.

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

### 6.3 - Faculty Empowerment Strategies

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

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

Welfare measures of the staff is important for effective functioning of the Institution. Government College of Education has effective welfare measures for teaching and non teaching staff.

Teaching and non teaching staff is granted different types of leaves such as casual leave, medical leave and maternity leave, as per the State Government, Universities statues and UGC norms. Welfare schemes for Teaching and non teaching staff is sanctioned from Govt time to time like Medical reimbursement, Leave travel concession, Vehicle loan, Home loan, Computer loan, Group insurance, Festival Advance, Transfer grant, GPF, Gratuity, Pension, etc.

Promotions or salary hikes are given to the teaching and non teaching staff based on the qualification, services and outcomes of the performance appraisal. Uniform is provided to peon and security. Free medical camp for all the staff.

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

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

0

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

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

03

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

06

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

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

**Institution has a performance appraisal system for teaching and non-teaching staff**

**Teaching staff :** Every year the teaching faculty submits the objectives set for her/him in the beginning of year and the % of achieved objectives at the end of the year. The Principal as the Reporting officer assesses the performance of each faculty in academic, evaluative, administrative and supervisory areas on the basis of tasks accomplished which is then forwarded to the Director of Higher Education, Pune as Reviewing Officer. And finally it is submitted to the Department of Higher & Technical Education, Govt of Maharashtra. The copy of the reviewed appraisal is made available to the faculty in due course. This appraisal is used for CAS promotions.

**Non-teaching staff :** Every year the non-teaching staff submits the objectives set for her/him in the beginning of year and the % of achieved objectives at the end of the year. The Principal as the Reporting officer assesses the performance of each staff / employee on the basis of tasks accomplished, which is then forwarded to the Joint-Director of Higher Education, Aurangabad as Reviewing Officer. The copy of the reviewed appraisal is made available to the employee in due course. This appraisal is used for promotions.

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

#### 6.4 - Financial Management and Resource Mobilization

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

The institution is mainly dependent on the State Govt. for its financial assistance, both for development and day to day expenditure which is classified as Plan and Non Plan Grants. These grants utilised in the whole financial year as per the planning, budget.

##### Internal Financial Audit-

- The State Govt. allocated financial budget after submitted budget to the State Government.
- Internal financial audit is done by the Govt auditor, Joint Director of Higher Education, Aurangabad Region, Aurangabad. All the records are verified by the auditor regularly.
- At the college level, cash book is maintained and verified regularly.
- External Audit is carried out by the Accountant General, Nagpur as per their schedule. Last external audit was done in the year 2012 after that no schedule is decided by the Government for the further audit.

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

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

0.507

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View File</a>
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

This institution is a government institute. So, funds and budgets are sanctioned by government from time to time.

The headwise allocated funds are distributed online through "MAHAKOSH" and the institute mobilizes / utilizes the funds headwise through out the year.

The Institutional resources are shared and optimally utilized. The institution allowed and shared its infrastructural facilities for academic programmes and activities with NGOs as well as Govt institutions like DIET, SIEM (RAA), Joint Director (Higher Education), Z.P., MNLU, Vidya-Niketan, etc.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 6.5 - Internal Quality Assurance System

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

The college has established the Internal Quality Assurance Cell .It always plays a catalytic role in quality enhancement of college. The IQAC had contributed significantly in academic year 2020-21 even though covid-19 pandemic lockdown. IQAC has following practices and strategies for institutionalization of quality assurance.

- Preparation of Action Plan
- Preparation of Academic Calendar and Formation of Committees
- IQAC conducted regularly meeting
- Preparation and submission of AQAR
- IQAC conducted various workshop
- Collect the feedback of various stakeholders

Initiatives by IQAC are as below

- Webinar on ?CareereOpportunities after Gradution? on dated 15th October 2020. 97 paricipant were participated .
- Webinar on ?Maintianance of Standards in Higher Education with reference to CAS? was conducted on dated 16th October 2020. 110 members were participated .
- Online National level workshop on ? Immunity Booster Tips through Yogic Practices ? conducted on 17th October 2020. 108 members were participated .
- The IQAC collected the online feedback of various stakeholders such as students, teachers, parents, alumni, and employer regarding college and curriculum. After collection of feedbacks the IQAC analyzed the feedback and get prepared action taken report and try to resolve all weakness given in feedback.

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

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

Periodic meetings of IQAC are conducted and all aspects including teaching learning process is reviewed in it. The institute being TEI all teaching staff members are the members of the IQAC as well.

The institution reviews its teaching learning process, methodologies of operations and learning outcomes at periodic intervals through IQAC set up norms. And the incremental improvements are recorded after various activities through feedback obtained.

Following two are examples of institutional reviews and implementation of teaching-learning reforms facilitated by IQAC.

The feedback is very important part in teaching learning process. The online feedback was taken by IQAC. The feedbacks were analyzed and necessary action was taken. The action taken report is prepared and displayed on website of college.

The students learning outcomes are reviewed through class test, assignments, seminars, projects and university examination. The university examination result was analyzed by each department and result analysis report was prepared.

In order to improve the online teaching -learning process in Covid-19 pandemic, the IQAC took initiatives like conducting online workshop, webinars, preparing video lectures and developing e-content.

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

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

07

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

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

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="https://iaseaurangabad.org/showpdf.aspx?PID=141">https://iaseaurangabad.org/showpdf.aspx?PID=141</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://iaseaurangabad.org/showpdf.aspx?PID=27">https://iaseaurangabad.org/showpdf.aspx?PID=27</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

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

**First cycle :**

1) As per first cycle peer team recommendations; the faculties are motivated to participate seminars, conferences, workshops, etc and they present research papers in such events. Even the institute host and organize seminars / workshops regularly. The institute instituted the university recognized Research Centre to create research culture & facilitate researches up to PhD level.

2) The peer team stressed on proper establishment & maintenance of Psychology and Computer Labs. Accordingly initially the labs were set up in the then existing building. Gradually the labs were shifted and developed in newly constructed adjoining building

under centrally sponsored IASE scheme. The Psychology lab now is equipped with various tests and instruments for experiments and research. The computer Lab is updated with latest PCs and Laptops with broad band internet connectivity with 300 MBPS speed. The campus is Wi-Fi enabled.

Second cycle :

1) More lessons in practice teaching to be included as per NCTE Norms : As per NCTE Norms 40 lessons are included in place of 30 as per Peer Team recommendations.

2) More Seminars / Workshops / Conferences to be organised while teachers and students be exposed to such activities : As per this recommendation despite Pandemic situation 7 online National level Webinars / Conferences were organised by the institute and all the students and teachers were involved in it.

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

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

Energy efficiency electricity / Energy is wasted due to the low efficiency of the devices used. The technology of efficient use of energy is evolving day by day and this is a continuous process. Due to this energy saving will not exist as a permanent sources of energy. It involves replacing old appliances Eg. old bulbs with LED Lights, Star equipment has been installed in the college by public Work Department. Also energy is saved in the college according to the Principle of using energy only when needed.

The solar water heater plant is installed in college as an alternative energy source to save electrical energy.

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

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

The institution takes initiative for the management of waste which is generated within its campus .Solid waste Segregation is done by hand sorting .The dry waste which included paper ,cardboard ,plastics ,scrap materials is separated from other .Organic wastes like the left over food ,peels, scrapings for from fruits etc. are also collected in bins separated .They are handed over the waste management company .

For e waste management the college segregates old computer ,batteries , wires and stabilizer etc.dispose them at regular intervals. The electronic devices have varying proportions of glass and metals .Hence the disposal helps in consequent recycling of separated streams of aluminum ,copper and circuit boards. As these are handed over to vital waste ,they sort and separate the materials and prepare them college campus .All these ensures that the college takes care of the waste generated regularly by reducing the waste and make an effort for its re-use and re-cycle .The laboratory wastes are also disposed taking proper measures .

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

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

One of the above

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

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

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

The college premises ,classroom , verandhas, table, chairs and toilets are cleaned daily using disinfectants. Waste management arrangements have been made in the college and students teachers office staff dump their waste in the designated garbage bin.A large number of trees have been planted in the college premises and is conserved by the students and staff arrangement have been made to water the tree every day and in order to reduce the rate of evaporation the leaves of the area are thrown around the tree. Every students has been given the responsibility of tree conservation after admission to the college.

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants</b>	Three of the above
File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	No File Uploaded
Circulars and relevant policy papers for the claims made	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded
<b>7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)</b>	
Nil	
File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded
7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and	

challenges in not more than 100 - 200 words

According to the curriculum of the NCTE, the best part of the demonstration is attached to the local secondary education institutions and the trainees get a first-hand experience of classroom teaching and other co-school activities, planning, etc. By attending the school through the in internship period, the trainees get the guidance of the senior and experienced teachers of the school.

An internal club has been set up in the college under various subjects, which includes the Language Club, Science Club, Environment Club, Mathematics Club, history Club etc. Through this club, the historical geographical as well as cultural factors of the field visits and the local area are surveyed and the area is studied.

The trainees are constantly taking the local environment, information and Locational knowledge of the local area by visiting the local premises for the completion of the demonstration of the theoretical paper. However, due to the COVID-19 pandemic in 2020-21, all the activities have been restricted from being implemented. Therefore, these activities have not been organized collectively but have been experienced by the students in an individual form

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

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

**B. Any 3 of the above**

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

## 7.2 - Best Practices

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

### NEW EDUCATOR TRAINING PROGRAMME

Nandi Foundation has recently jointly implemented this activity in the college and the institute has created a new curriculum called New Educator which has the following modules.

1. Planning for a learner centric classroom.
2. Taking teaching / learning and assessment online.
3. Literacy across the curriculum.
4. Life skill & interview skill.
5. The 21st century Educator.

Is whole course is of 24 hours duration and consists of 12 sessions of 02 hours each

### IMMUNITY BOOSTER TIPS THROUGH YOGA PRACTICES

A national level online workshop was organized on behalf of the college on 17-10-2020. The workshop was divided into two parts. In the first part, the emphasis was on the theoretical part, while in the second part, demonstrations were presented by an expert, in which the usefulness of compound processes to increase immunity

was explained. Regular practices of yogasanas, pranayama and shuddhikriya can boost immunity, lead a healthy life, a stress-free life, and guide you on adopting a scientific method to solve physical and various problems. In the second part, a presentation of exhibitors was made by experts. In this a demonstration was presented in the case of yogasana done in various stages. In this workshop, the participating students, teachers and professors were actively involved through experts to demonstrate the actual yoga

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 7.3 - Institutional Distinctiveness

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

Government Teachers Training College, Aurangabad has emerged as the one of the college in the state upgraded as IASE (Institute of advanced study and Research in Education) in Maharashtra. The oldest and reputed Teacher Education Institute in the region established in 1954. As per colleges vision and Mission considering the current need of the society and the changing educational policy, the college is committed to the creation of a society that is capable of building a society with a sense of fundamental rights and duties required to build a nation that is conducive to the education of values and moral values as well as to build a nation that is conducive to national integration, keeping in view the present needs of the society and the changing educational policy, on qualitative development rather than quantitative growth of various activities and programs in the college. The emphasis of the college is that the college is committed to quality learning teaching and activities. Can any new initiatives be implemented in the college in line with the National Education Policy 2020? The college is definitely trying to do this.

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