

YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution

**Government College of Education
Yavatmal**

- Name of the Head of the institution **Dr Suhaskumar Ruprao Patil**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**

- Alternate phone No. **07232252732**
- Mobile No: **9822228571**
- Registered e-mail ID (Principal) **yavatmal1968@gmail.com**
- Alternate Email ID **gcenaacytl@gmail.com**
- Address **Godhani Road, Opp Nehru Stadium
Umarsara**
- City/Town **Yavatmal**
- State/UT **Maharashtra**
- Pin Code **445001**

2.Institutional status

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

- Location **Urban**
- Financial Status **UGC 2f and 12(B)**
- Name of the Affiliating University **Sant Gadge Baba Amravati University, Amravati**
- Name of the IQAC Co-ordinator/Director **Dr. Sushama Mukund Ganoje**
- Phone No. **07232252732**
- Alternate phone No.(IQAC) **9096872443**
- Mobile (IQAC) **9096872443**
- IQAC e-mail address **gcenaacytl@gmail.com**
- Alternate e-mail address (IQAC) **yavatmal1968@gmail.com**

3.Website address<https://govt-bed-ytl.org/>

- Web-link of the AQAR: (Previous Academic Year) <https://govt-bed-ytl.org/c/aqar-2020-2021/>

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

- if yes, whether it is uploaded in the Institutional website Web link: <https://govt-bed-ytl.org/wp-content/uploads/2023/03/Academic-Calendar-2021-2022-1.pdf>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	80.75	2005	28/02/2005	28/02/2010

6.Date of Establishment of IQAC**15/07/2006****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMNMNMTT etc.**

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

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

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

9. No. of IQAC meetings held during the year **04**

- 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

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

- * Formation of various committees and workload distribution and Organizing meetings of IQAC to review functioning of the Institution and Preparing and submitting five years AQAR on NAAC Portal.
- * Visit to Matoshi Old age Home. Organized rally on awareness of tuberculosis during school engagement program.
- * Organized online internship during pandemic situation. Organized online University examination and prepared exam paper in google form.
- * Conduction of online add-on part-time course DISC And Arts and Drama Workshop for students with mutual understanding with Govt BED Akola.
- * Sanction of Ph.D. Research centre (Interdisciplinary Studies) in the Institution.

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
*To prepare Academic calendar of curricular and co-curricular activities.	*Academic calendar was prepared and activities are organised successfully in the stipulated period to achieve all round development of students.
*To beautify and maintain the college building and campus.	*Activities like tree plantation, cleanliness program, Environment project were conducted throughout the year and college campus became Clean and Green.
* Develop College Website as per NCTE and NAAC Norms.	* College Website developed as per NCTE and NAAC Norms
*To organize Alumni meet.	*Alumni meet was organized.
*To help to hold various talks and lectures in the college.	*Various talks were held in the college.
*To motivate students to prepare for Competitive Exams.	Students appear for competitive examination
*To encourage faculties to participate in seminar/ conference workshop.	*Faculties participated in seminar/ conference/ workshop.
*To encourage faculties for their professional development.	*CHB Faculties are involved and doing Ph.D. in their relevant subject.
* To Organise Co-curricular Activities as per syllabus and day celebration as per government regulation.	*Curricular activities and day celebrations are organized in the Institution as per government regulation and University syllabus.
* To organise online 1 month duration value-added certificate course DISC and Arts and Drama Workshop for students with mutual understanding with Govt BED Akola.	*Online add-on course DISC AND Arts and Drama workshop was organized for students with mutual understanding with Govt BED Akola.
* To conduct final lesson examination on peer group in	* Offline University final lesson examination was conducted

institution due to pandemic situation.	on peer group in the Institution.
* To get Sanction to establish Ph.D. Research Centre in the Institution.	Got sanction to established Ph.D. Research Centre from Sant Gadge Baba Amravati University, Amravati.

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	19/08/2022

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	Government College of Education Yavatmal
• Name of the Head of the institution	Dr Suhaskumar Ruprao Patil
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	07232252732
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3.Website address	https://govt-bed-ytl.org/				
• Web-link of the AQAR: (Previous Academic Year)	https://govt-bed-ytl.org/c/aqar-2020-2021/				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://govt-bed-ytl.org/wp-content/uploads/2023/03/Academic-Calendar-2021-2022-1.pdf				
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Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
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• Upload latest notification of formation of IQAC			View File		

9.No. of IQAC meetings held during the year	04	
<ul style="list-style-type: none">Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
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10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none">If yes, mention the amount		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
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<ul style="list-style-type: none">* Vist to Matoshi Old age Home. Organized rally on awareness of tuberculosis during school engagement program.		
<ul style="list-style-type: none">* Organized online internship during pandemic situation. Organized online University examination and prepared exam paper in google form.		
<ul style="list-style-type: none">* Conduction of online addon parttime course DISC And Arts and Drama Workshop for students with mutual understanding with Govt BED Akola.		
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* To conduct final lesson	* Offline University final

examination on peer group in institution due to pandemic situation.	lesson examination was conducted on peer group in the Institution.
* To get Sanction to establish Ph.D. Research Centre in the Institution.	Got sanction to established Ph.D. Research Centre from Sant Gadge Baba Amravati University, Amravati.
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
IQAC	19/08/2022
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
C-42954-2021-2022	26/12/2022
15. Multidisciplinary / interdisciplinary	
<p>This Institute is Affiliated to Sant Gadge Baba Amravati University, Amravati where in Academic Programmes are redesigned to include Multidisciplinary / Interdisciplinary Courses as electives. B.Ed. Programme Includes credit based, value based project like 'working with community' & Environment Project. Being a College of teacher education, our institution try to develop our student teacher as future teacher. A due care is taken for our all round development of student since establishment of this college. Our existing (B. Ed. Two Years) Programme is interdisciplinary in nature. Graduate of any Discipline can take admission to this programme. English, Hindi, Marathi, History, Geography, Maths, Science, Commerce, Economics are Optional Pedagogy Courses. Now, the College is preparing to have integrated, multidisciplinary four year B.Ed. & three year M.ED. Programme following the direction of NEP 2020.</p>	
16. Academic bank of credits (ABC):	
<p>Sant Gadge Baba Amravati University , Amravati will follow choice based credit system (CBCS) for all its programmes from the next session 2022-2023. A Training Programme on 'CBCS' will be</p>	

<p>organized for all colleges affiliated to SGBAU for all teachers . SGBAU will register on ABC portal & ABC IDs will be given to all admitted students in the session 2022-2023. Academic Credits earned by Students Previously could be forwarded when the students enters the programme again. For monitoring ABC, Proper technical support system will be created.</p>
<p>17.Skill development:</p>
<p>Being a teacher education institute, we develop teaching skills, learning skills, Communication Skills, ICT skills, Seminar presentation Skills, Dialogue delivery Skill, Writing Skills & many Skills through micro teaching, Integration lesson, Internship, Art & Drama workshop, teaching Aids Preparation Workshop, SUPW workshop, day celebrations, Curricular & Co-Curricular activities, assembly, yoga workshop, Sports events, Publishing College Magazine etc. In our revised Syllabus, Skill enhancement module is attached with each & every theory & Practical Courses, will be Implemented from 2022-2023 Session.</p>
<p>18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)</p>
<p>Our Bachelor of Education Programme Includes theory courses like 1. Contemporary India & Education 2. Knowledge & Curriculum 3.Understanding discipline & Subjects etc. These Courses well expressed Indian Knowledge System from ancient India to modern India and India's future aspirations from education. Medium of Instruction is Marathi which is official Language of Maharashtra. Student teacher can also opt Hindi/ English medium for University examination. In order to introduce Student teachers with indian culture, institute celebrates National festivals, birth anniversary of great leaders, Social Workers, thinkers, teacher day etc. In our Drama & Arts Workshop & Performing arts practical Indian Culture is reflected in every event / activity like rangoli, folk song, folk dance, Classical dance, etc.</p>
<p>19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):</p>
<p>We have well-defined Programme Outcome (PO) Programme learning outcomes (PLO) & Course learning outcomes (CLO) on our website. All teacher educators are well oriented at the beginning of the academic Session regarding these outcomes by IQAC.</p>
<p>20.Distance education/online education:</p>
<p>Institute has Successfully imparted all its Courses' Content delivery in online mode using Social media to communicate with the students, whatsapp groups, Online Classes using Goggle Meet,</p>

LMS etc during pandemic(Covid -19) & Conducted Online Internal & University Practical's, Lessons Examinations Successfully. InWe have well-defined Programme Outcome (PO) Programme learning outcomes (PLO) & Course learning outcomes (CLO) on our website. All teacher educators are well oriented at the beginning of the academic Session regarding these outcomes by IQAC.stitute run B.Ed. (two years) distance learning program affiliated to Yashvantrao Chavan Maharashtra open University Nashik for in-service teachers. Moreover, for everyday teaching all teachers educators use online U tube Videos, PPT presentations as well as Cooperative teaching, Group discussion etc. i.e. blended mode. Institute is Planning to have short term online courses in future.

Extended Profile

2.Student

2.1 104

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 110

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 30

Number of seats earmarked for reserved categories as per GOI/State Government during the year:

File Description	Documents
Data Template	View File

2.4 52

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	52
File Description	Documents
Data Template	View File
2.6	104
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
4. Institution	
4.1	7.89219
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	5
Total number of computers on campus for academic purposes	
5. Teacher	
5.1	04
Number of full-time teachers during the year:	
File Description	Documents
Data Template	View File
Data Template	View File
5.2	8
Number of sanctioned posts for the year:	
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	

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

The institution is affiliated to the Sant Gadge Baba Amravati university, Amravati & follows the Academic calendar & the Syllabus. The principal call a meeting of staff council in the beginning of every year & as and when needed throughout the year. In this meeting, semester wise theory & practical(courses) are allotted to the faculties, various committees are formed, Subject clubs are established ,co-curricular & extra-curricular activities are decided & designed as per syllabus. Institutional academic calendar is prepared & communicated through minutes of meeting & notices via hard / soft copies.

1. Academic Calendar - It comprises of planning of theory classes, practical sessions, workshops, co- curricular activities , day celebration, schedule of examinations & internal assessment.
2. Time table - Institutional time table committee prepares semester wise time table.
3. Organization of activity wise meeting - Teaching faculties organizes meeting of other faculties, experts & students for detail planning of activity.
4. Teaching Planning -Faculties prepare teaching plan of the courses allotted to them.
5. Library - Library provides all facilities for the effective implementation of curriculum.

6. Assessment & Evaluation - Progress of the student is evaluated through their daily attendance, practical performance, assignments, seminars,

and unit tests.

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

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	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	View File

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

A. All of the Above

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://govt-bed-ytl.org/wp-content/uploads/2022/07/Programme-Learning-Outcomes-B.Ed.-PLOs-Course-Learning-Outcome-CLOs-of-B.Ed.-2.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

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

14

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://govt-bed-ytl.org/wp-content/uploads/2023/03/Academic-Calendar-2021-2022-1.pdf

1.2.2 - Number of value-added courses offered during the year**1****1.2.2.1 - Number of value-added courses offered during the year****1**

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**236****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****236**

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

One of the above

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

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

1

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

1

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

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.

The programme structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. It comprises of three curricular areas: - 1. Perspective in education 2. Curriculum and Pedagogic studies 3. Engagement with the field. All the curricular areas include theoretical inputs along with the practical work from an interdisciplinary perspective.

Institution organize micro teaching workshop in which student teacher present 10 micro lessons of their specific chosen two Pedagogical school subjects.

During the internship period, the pupil teacher has to take practice lessons, observe peers lesson, to play other roles & responsibilities of teacher. Student are encouraged to take up other duties of the class teacher like taking a daily attendance, writing good thought, attending assembly, sending notice, preparing unit plan, unit tests, conduct unit tests, discipline the class, engage the class, conducting co-curricular & other school activities, preparation of test result, in this way, capability to apply acquired competencies is developed.

Through organization of various co-curricular activities, class

room discussion guest lectures, seminar presentation, workshops student teacher has to negotiate, communicate, collaborate with school Headmaster, Supervisors, school teachers, school students & their parents. In this way, these skills, competencies are developed among student Teachers.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

The diversities in school system has been duly emphasized in various course papers of the B.Ed. curriculum. PE 102: Contemporary India and education It Enable teacher trainees to understand the contemporary nature of development of educational system of India, the diversity and inequality in society. PE 202: Knowledge and Curriculum Assignment. Evaluation and preparation of a report of existing state, ICSE and CBSE curriculum at different level. CP 205: Assessment for learning This course enables the student teacher with different types of Assessment and their methods and tools. PE 401: Knowledge and Curriculum This course enables the student teacher to understand the concept and need of curriculum framework as well as Differentiating Curriculum and syllabus, the process of curriculum construction and assessment of curriculum. During Internship, student gets opportunity to apply the theoretical knowledge in real life situation also. During Internship of 16 Weeks student teacher visit to various Schools. Few schools are of Marathi Medium few are of Hindi / English Medium these schools are different from each other location wise, management wise. Thus Institution familiarizes student teacher with diverse Diversities in school system.

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

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

During internship, student teacher are exposed to a variety of approaches for teaching , observation of children in multiple sociocultural environment and involve themselves in reflective thinking. It is also expected that student teachers engage themselves in continue Comprehensive Evaluation (CCE) through planning of formative and summative evaluation. The activities are planned in such a way so as to facilitate mentoring, supervising and assessing the student teachers mutually by the teacher educators and school teachers. During the internship of 16 weeks in three semesters the student teacher complete-

- 1) 40 lessons (20 lessons of each pedagogy subject).
- 2) Unit plan and unit test.
- 3) Report on Record maintained by the School.
- 4) Organization of co-curricular Activities.
- 5) Observations of Peers.
- 6) Other school activities/ Programme.

Through these engagements, student teacher get a feel of total experience of teaching in the school. These consequential & critical engagements develop professional acumen related to teaching profession which make them ready for the professional field in future.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File
1.4 - Feedback System	
1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	All of the above
File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File
1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed, action taken and available on website
File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of students during the year	
52	
2.1.1.1 - Number of students enrolled during the year	
52	

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

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

41

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

41

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

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

2

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

2

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

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.

- After completing the central admission process, College organized inaugural function for newly admitted students. Principal, all professors and officials are present in this function. Students allow to introduce theme selves and organize talent search program, every student participate in this program all professors asses students interest, stage daring and body language.
- Besides that college make a list of students with their CET score, this score indicate attitude, general knowledge, mental ability and teaching professions content knowledge acquired by the student teacher. College circulates the notice to all professors and advice to take attention to those students who scored low score. In their theory papers, group works, workshops, practice teaching and internship also.
- All professors guide students group wise or individually and provide different learning facilities as required by students.

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Six/Five of the above												
<table> <tr> <th data-bbox="86 656 539 719">File Description</th><th data-bbox="539 656 1437 719">Documents</th></tr> <tr> <td data-bbox="86 719 539 786">Data as per Data Template</td><td data-bbox="539 719 1437 786">View File</td></tr> <tr> <td data-bbox="86 786 539 925">Relevant documents highlighting the activities to address the student diversities</td><td data-bbox="539 786 1437 925">View File</td></tr> <tr> <td data-bbox="86 925 539 1025">Reports with seal and signature of Principal</td><td data-bbox="539 925 1437 1025">View File</td></tr> <tr> <td data-bbox="86 1025 539 1126">Photographs with caption and date, if any</td><td data-bbox="539 1025 1437 1126">View File</td></tr> <tr> <td data-bbox="86 1126 539 1193">Any other relevant information</td><td data-bbox="539 1126 1437 1193">View File</td></tr> </table>	File Description	Documents	Data as per Data Template	View File	Relevant documents highlighting the activities to address the student diversities	View File	Reports with seal and signature of Principal	View File	Photographs with caption and date, if any	View File	Any other relevant information	View File	
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Data as per Data Template	View File												
Relevant documents highlighting the activities to address the student diversities	View File												
Reports with seal and signature of Principal	View File												
Photographs with caption and date, if any	View File												
Any other relevant information	View File												
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	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

1:17 in two group and 1:18 in one group

2.2.4.1 - Number of mentors in the Institution

3

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

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.

As per our SGBAU Amravati University Syllabus, there are four semester in two year duration. Each semester contains paper and practical which are belonging to PE (Professional Enhancement), EPC (Enhancement of Professional Competency), CP (Competency of Profession) and P (Practicum). Four semesters theory papers we used experiential learning, brain storming, group discussion, seminar presentations and problem solving methodologies. In online mode our teachers used LMS Google Classroom, Google meet app, sharing PPT and pictures, various YouTube videos.

Semester I : For practical, Diagnosis and enriching the teaching skills and Demonstration of lesson plans and simulation lesson, Demonstration method and focused group discussion were used. For Psychological Experiment participative learning mostly used.

Semester II:. Practical Drama and art in education, workshop on teaching aid and SUPW/work experience workshop Demonstration method, participative learning and experiential learning were taking.

Semester III: In practical Critical understanding of ICT, Yoga Education and Action Research Project participative learning, experiential learning and focused group discussions were used.

Semester IV: In practical project related to community experience , performing arts(cultural activities) and Environment project participative learning, experiential learning, field visit and focused group discussions were used.

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

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

4

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://classroom.google.com/c/NDQyODY0ODQwMzUx?cjc=2gaueaa
Any other relevant information	View File

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

52

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

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

Five/Six of the above

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

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

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

The working environment of the college is conducive for the

overall development of the faculty as well as the student teachers.

The teachers are provided with additional space in the college for establishing direct rapport with the needy students in tutorial periods.

They fill free to suggest any remedial / corrective / reformative steps with the college tries its level best.

Faculty members have been provided with the audio visual aids, collaborative, experiential learning teaching strategies.

There is provision for attending various faculty development programs. The college strives to enhance the facilities equipments so that the faculty dose not faces any difficulty in the performance of its assigned tasks.

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Five/Six of the above

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

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

Innovation in education encourages teachers and students to explore, research and use of all the tools to uncover something new. It involves a different way of looking at problems and solving them.

Creativity and innovation are fundamental to all disciplines and an essential part of the learning process, forming important dimensions of learning how to learn. Student shows creativity in preparing teaching aids, supw products and perform in drama & Art and cultural activities.

Learning involves challenging, refining and improving understanding by being made to think hard. Sometimes, to understand new concepts and broaden perspectives, our approaches to thinking need to be creative, imaginative and lateral, as well as linear for these purpose student trying to best in practice teaching . In life skills education, students are actively involved in a dynamic teaching and learning process during internship program . The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, games and debates.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	All of the above										
<table> <tr> <th data-bbox="86 689 539 757">File Description</th><th data-bbox="539 689 1436 757">Documents</th></tr> <tr> <td data-bbox="86 757 539 824">Data as per Data Template</td><td data-bbox="539 757 1436 824">View File</td></tr> <tr> <td data-bbox="86 824 539 965">Documentary evidence in support of the selected response/s</td><td data-bbox="539 824 1436 965">View File</td></tr> <tr> <td data-bbox="86 965 539 1106">Reports of activities with video graphic support wherever possibl</td><td data-bbox="539 965 1436 1106">View File</td></tr> <tr> <td data-bbox="86 1106 539 1173">Any other relevant information</td><td data-bbox="539 1106 1436 1173">View File</td></tr> </table>	File Description	Documents	Data as per Data Template	View File	Documentary evidence in support of the selected response/s	View File	Reports of activities with video graphic support wherever possibl	View File	Any other relevant information	View File	
File Description	Documents										
Data as per Data Template	View File										
Documentary evidence in support of the selected response/s	View File										
Reports of activities with video graphic support wherever possibl	View File										
Any other relevant information	View File										
2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	Eight /Nine of the above										

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

**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**

Three of the above

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

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

Four of the above

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

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

Three of the above

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

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

All of the above

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

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

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

Internship program organized systematically in our College as per the guideline of SGBAU Amravati University In semester-1Incharge Professor of Internship formed Internship planning Committee, guided them about School Engagement and Internship program .planning committee member visited to decided school and request to head master to give his school for Internship and related activities. After giving permission planning committee member collect the time table as per their schedule and discuss with the given class teachers about subject content. Planning Committee member prepared timetable under the guidance of In charge Professor. In charge Professor appoint mentor professors for particular school. Mentor professors went to schools during

internship and observe lessons of student teacher and give feedback to students and guided about all activities in internship.

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

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

51

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

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

Seven/Eight of the above

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

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.

Institute adopts effective monitoring mechanism as per syllabus of SGBAU Amravati University. After declaration of Internship Program of Semester II, III, and IV. College appoints professor for observation of practice lessons and activities in Internship. Allot students to professors as per time table. They monitor each student and give feedback to students in their practice teaching book if Prof. wants to give suggestions then he talk with personally to students and solve students problems. Different committees are formed, these committee member take action on it and prof. monitor the activities and give suggestions. Each student takes cultural, literary and sports activities and other school activities. Allotted Prof. monitors each and every activity of student. Prof. Also monitors the peer lesson observations and unit test taken by students.

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

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students

One of the above

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

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

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

Four of the above

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

2.5 - Teacher Profile and Quality

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

4

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

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year**4**

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

2.5.3 - Number of teaching experience of full time teachers for the during the year**4****2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year****28**

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

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

The teaching faculty of our institute must keep themselves to pace on this path of change to implement new or modified methods of

teaching-learning process to suit the requirements of the day. They update themselves by reading books, journals, publication of research papers, chapter in book or books and searching new materials on net for theory courses. They attending conferences, workshops, webinars, seminars, symposiums, FDP program with a view to enlightening teachers on latest developments in the field of education, which help them update with latest concepts that are required for professional development. And also discuss on NEP 20 or share information by what's app to each other.

Student-Centered Development Teachers, in order to let learners learn in the best possible ways, have to adapt to the changes from time to time. Learners live in a different setup as compared to teachers. This gap can be bridged by teachers only when they reach out to the mental level of the learners. Over a period of time there have been tremendous changes in the setup of our education system.

He has to constantly reflect upon his actions as a teacher and make necessary changes to suit the need of the hour.

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

2.6 - Evaluation Process

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

As per SGBA Amravati University syllabus in each semester have internal evaluation process. Continuous internal evaluation of students is done in each semester. All four semester have theory papers, practical's and activities. After completing one or two units of theory paper. College organize first unit test, and after completion of all units college organize second unit test. Assessments of unit test done by related teacher educator. Seminars are organized in related theory paper period and assessment done by teacher educator. For practical, workshops are organized, student performed or present or prepared for workshops, related teacher educator observe each and every students and asses

his practical book. All above work is done in every semester as per syllabus.

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

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

Three of the above

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

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

Institute has a mechanism for grievance redressal related to examination. In regular theory period teacher educator discuss with student about questions expected in examination after completing the topic or while in teaching, suggest the books for preparing answers. Students went to library and preparing the answers. Library period given in regular time table of each

semester.

After completing unit test of every theory papers of four semesters teacher educator assesses the test paper and shows to the students. Student gets the grievance redressal of their unit test paper.

For university examination institute gives the preparation days, it's shown in academic calendar. In that days those student wants to take grievance redressal about university examination they coming in institute and meet to the particular teacher educator and get redressal

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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.

Institute adheres to academic calendar for the conduct of internal evaluation. For this Institute formed internal assessment committee. Committee In charge issue notice in each semester for internal evaluation as mentioned in academic calendar. All semesters theory paper have sessional work ,for 100 marks paper 30 marks for sessional work and 50 marks paper 15 marks for sessional work this sessional work done internally in college. Each sessional work consists two unit tests, activities given in syllabus, assignments and seminars. Related teacher educator assesses it. Each Semester have practical and activities, each practical and activities distributed to teacher educator. They prepared time table and work on it. In charge teacher educator and group leader teacher educator observe students and assess internally. After completion of semester, In charge teacher educator issue notice with format of internal marks and collect internal marks from related teacher educators.

Internal assessment committee collects all internal marks of particular semester and fill in university provided control sheet and mark sheets of theory paper and practical work, keep it in packet and seal it and send to university.

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.

Institute develop PLOs and CLOs of B.Ed Course as per SGBAU Amravati University syllabus and NCTE guide line and published on college websites and college prospectus . After completing admission process at the time of principal address and induction /orientation programme , students orient with B.ed course PLOs. Every induction/orientation programme of all semesters Institute organizes at the beginning of the each Semester and introduces CLOs of all theory papers, practical's and activities. All activity of institute aligned with the PLOs and CLOs. First period of each theory paper, teacher educator introduce CLO and units of particular theory paper and at the last period discuss about how many CLOs are achieved. For practical's institute organize workshops. First period is for introduction of CLO of particular workshop and last period is for how many CLOs are achieved.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	View File

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

The progressive performance of students and attainment of professional and cognitive attributes in line with the PLOs and

CLOs is monitored and used for further improvements in our institute.

For cognitive attributes, in all semester's theory paper has sessional work and in each sessional work there are two unit tests. After completion of tests and assessment of test paper teacher educator discuss on it and give suggestion for improvement. In some theory paper have assignment and seminar presentations. Teacher educator taking seminar presentations in his theory period, after presenting seminars teacher educator discuss on topics and give suggestions for improvement of students and in regular teaching periods all teacher educators discuss about CLOs of their theory papers.

For professional attributes, in semester I there are practical's like P-106 diagnosis and enriching the teaching skills, P-107 demonstration of lesson plans and simulation lesson. For these, workshops are organized and formed 4 to 5 groups of students and one teacher educator allot to each group. In all groups student takes microteaching lessons and simulation lessons. Each and every lesson observed by teacher educator and give feedback to each student for their improvement. Internship in Semester II, III and IV are organized in various schools and teacher educators are allot to schools for observation of lessons and other related activities. Teacher educator gives feedback to students for improvement in teaching.

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

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

51

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

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.

As per our SGBAU Amravati University Syllabus, there are four semester in two year duration. Each semester contains paper and practical which are belonging to PE (Professional Enhancement), EPC (Enhancement of Professional Competency) ,CP(Competency of Profession) and P(Practicum) .

In four semesters all theory paper are belonging to professional enhancement and competency of professions initially students don't know about this but after teaching they acquired knowledge.

In practicum workshops like Micro teaching, Integration and Simulation lessons. Student get preliminary knowledge about teaching and in internship program they used this knowledge. After completing this program they perform better than initially they observed.

Workshops like teaching aids and SUPW, Initially Students don't know teaching aids and SUPW but after completing these workshops they prepared teaching aids and SUPW products.

For each and every activity have assessment tasks and after performance of students. Teacher educator asses them by observing students performance from initially to final performance or submission of reports.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://govt-bed-ytl.org/wp-content/uploads/2023/03/Govt-BED-YTL-Academic-Session-2021-2022-Analysis-of-Student-Satisfaction-Survey.pdf>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	View File
Any other relevant information	View File

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

0

File Description	Documents
Sanction letter from the funding agency	View File
Income Expenditure statements highlighting the research grants received certified by the auditor	View File
Any other relevant information	View File

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

Two of the above

**Granting study leave for research field work
Undertaking appraisals of institutional
functioning and documentation Facilitating
research by providing organizational
supports Organizing research circle / internal
seminar / interactive session on research**

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

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

One of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	View File

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

0

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

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

0

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

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**

4

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

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

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

52

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

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

52

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

52

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

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

Outreach activities are compulsory for B.Ed. student- teacher. Our institution organizes activities outside campus to make student teacher sensitive to social issues. At the same time they develop their skills which are good for society. Every year various events like. Blood donation camp, cleanliness camp , General Knowledge competition, visit to old age home, inclusive education school visit etc, are organized which brings student teacher to social issues.

During this year college organized 1. Visit to Matoshri old age home Nilona Yavatmal,

2. Visit to Inclusive education School Abhyankar Girls high school Yavatmal. 3. Visit to District sports complex Yavatmal with z.p. school yavatmal students during Internship program. 4. Organize rally on awareness of Tuberculosis disease with shivaji high school students during school engagement program.

Students understands the community issues and aware about social problems and issues.

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

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

0

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

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

0

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

0

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File

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

1

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

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

Five/Six of the above

innovative practice Rehabilitation Clinics
Linkages with general colleges

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

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

College is fully equipped with necessary infrastructure to meet ever-increasing requirements which adequate class rooms, seminar halls, tutorial rooms, laboratories, sufficient space for hosting all academic activities... Social Science Resource center, art and craft room, gymnasium hall, Multipurpose Hall, Seminar Hall and Yoga Dome, Girls Common Room, Boys Common Room. Separate Boys and Girls Hostel in college Premises. Species playground for Volleyball, Cricket, shotputthrow, javelinthrow, discusthrow. Single, Double Bar and parking place. The institute abides by the norms provided by NCTE and Sant GadgeBaba Amravati University, Amravati. The Institute have a total land area of 13.34 Acres of land which is constructed with robust structures for various academic purposes. The college has built the physical facilities keeping in view the basic facilities. GOVERNMENT COLLEGE OF EDUCATION, YAVATMAL Which facilitates curriculum and curriculum activities. Class rooms: Each classroom is of adequate size and has enough lighting, air ventilation and good ambience. The institution has sufficient number of well-furnished, well ventilated, spacious classrooms for conducting theory classes. Class rooms are equipped with LCDprojectors to facilitate the teachers to adopt varied teaching methods. Laboratories college has laboratories with state-of-the-art equipment and machinery as per NCTE rules.

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

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

04

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://govt-bed-ytl.org/infrastructure-and-learning-resources-2/
Any other relevant information	View File

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

1.16

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

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.

In future the college will plan to automate the library with ILMS

or any other software.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	NIL https://govt-bed-ytl.org/library-facilities/
Any other relevant information	View File

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

In future college will be planed for remote access to library resources to students and teachers.

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

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

One of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

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

.72056

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

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

114

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://govt-bed-ytl.org/library-attendance-teacher-students-visitor-record-2021-22/
Any other relevant information	View File

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

Two of the above

as gifts to College	
File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File
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	
Colleges have LCD projectors, computers and laptops as ICT facilities. Most students have their own laptop and smart phone with internet connection. They are using their own laptops and smart phones. Now the college is trying to give free Wi-Fi to the students.	
File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File
4.3.2 - Student – Computer ratio during the academic year	
5	
File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File
4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	E. < 50 MBPS
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system	One of the above

**Lecture Capturing System (LCS)
Teleprompter Editing and graphic unit**

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://govt-bed-ytl.org/you-tube-link-for-lecturers/
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://govt-bed-ytl.org/you-tube-link-for-lecturers/
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure
4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)
1.16

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

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

Library All students are required to obtain library membership by submitting duly completed Library Membership form. All students are expected to keep their bags and other belongings at the Library entrance check point. Only two books will be issued at a time for 7 days between 11.00 a.m. and 01.00 p.m. Tearing of pages, marking, damaging, disfiguring books, journals and other resources

in the library should not be done. Such instances will be viewed seriously and could result in library privileges being withdrawn in addition to penalties imposed. Computer Lab:- so many students are with their personal Laptops. Our teachers encourages them to utilized their Laptops and college computer Laboratory for teaching learning activities. They use their laptops for practice teaching, and in the internships. Science Lab, Psychology Lab, Gymkhana, Play Grounds, All science students are eligible to use the science lab. If they want to use this science apparatus for teaching practice, they should give it in writing and they will get the material later and then they should return it. Same for psychology lab and other labs. Gymkhana and play Grounds are available at 6 am to 8 am and 5 pm to 7 pm.

File Description	Documents
Appropriate link(s) on the institutional website	https://govt-bed-ytl.org/list-of-instructional-facilities/ https://govt-bed-ytl.org/science-laboratory-facility/ https://govt-bed-ytl.org/ict-resource-center-computer-lab/ https://govt-bed-ytl.org/library-facilities/ https://govt-bed-ytl.org/psychology-laboratory-facility/ https://govt-bed-ytl.org/mathematics-resource-center/ https://govt-bed-ytl.org/social-science-resource-center/ https://govt-bed-ytl.org/art-and-work-experience-center/ https://govt-bed-ytl.org/gymnasium-hall/ https://govt-bed-ytl.org/health-and-physical-education-resources/
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper;

Five fo the above

understand/appreciate the difference between the two E-content development Online assessment of learning

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

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

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)

Three of the above

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

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
16	52

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

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

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

22

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

16

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

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

Government B. Ed College has a representative body of the students in which students are elected every year at the start of the academic year. Student council is formed as per the rules and regulations of Council are selected by merit of CET score. It helps to maintains parallel system between Students and administrative.

The Student representatives coordinate various activities and responsibilities entrusted by the college to them. They act as a link between student and the faculty members and the college.

The representatives provide feedback about various activities undertaken by the faculties and the college as well as how the decisions of college authorities are received by the student. Meeting of the representative body and college administration takes place regularly to work out different activities of the college.

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

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

51

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

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

Contribution of Alumni to the Growth and Development of the College. The alumni's Contributions in the growth and development process are given below. 1) The alumni Association In the institution is non-registered but functioning. 2) Alumni meets are taken every year. 3) The Alumni helps in establishing networking with all Students. 4) Its Feedback forms are collected in the alumni meets and by all feedback. 5) It has given the many healthy suggestions for the progression of the college. 6) Renowned aluminis are invited by the Institution to provide & share their experience guidance and motivational speech about/ for career and information about job opportunities in School / various education field.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities

Five/Six of the above

Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	View File

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

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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

Objectives- To Create a strong network between Alumni progression as well as student's progression and Institute. Maintaining updated and current information of all Alumni. Contribution Placements- The alumni network of a institute is one of the biggest sources for placement. Alumni always help to place their juniors at their respective organizations. Mentorship- Our alumni always play an active role in voluntary programmes like mentoring students in their areas of expertise. Career Guidance- alumni is a huge talent pool whose guidance can be beneficial to many students and other fellow-alumni in their respective areas of study. Networking Platform- alumni network by itself is one of the best

professional networking platforms available today in institute. Roles & Responsibility: Making a Strong network between Alumni and Institute. Organizing - Annual Alumni Meet. Organizing and Participation in Induction Session during -Orientation Program of first year students. Maintaining and updating alumni database. Mentorship Programme by alumni for their juniors. Organizing 'Alum talks' regularly. Benefits of Alumni Association Membership: A Strong Network of Alumni. Alumni career services. This membership will provide a social platform. This will help to keep touch with your classmates, faculties and current batch of students help and support needy and bright students.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Our Institute as one of the leading institute of teacher training that imparts qualitative, value based, need based & carrier oriented teacher education to the students. Our constant efforts towards improving teacher education and the teaching profession. Institute has perspective plans, for executing this plans, all teachers, non teaching staffs and student's participation is taken. Student council is formed as per University and government rules and regulation they participate in all four semesters' academic work, Student council and teaching staff take decision of literary, cultural and sports activities. Internship planning committee organized school engagement and Internship program.

Different functional committees are formed and all teachers, non teaching staff and students work together for reflective governance. Student council and teaching staff take decision of literary, cultural and sports activities. Internship planning committee organized school engagement and Internship program.

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

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

In the beginning of academic year, Institute conduct the staff council meeting. All teaching and non teaching staffs are attending this meeting. Four semesters' theory paper, practicals and administrative work distributed to teaching and non teaching staff. They understand their duties and discuss on it. Besides that various committees are formed, Head and members of committees also discuss on their work. Throughout this academic year all heads of committee take in house meeting and convey decision or report to head of the institute. All semesters theory paper work is participative work each paper distributed to two teacher educator and practical work like microteaching, Integration, simulation lesson, workshops and School engagement, Internship etc. 4 to 5 teacher educator do participative work.

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

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

Financial affairs

Our Institute is a government finance institute; salaries, office expenditure and students other fees are directly controlled by the

government of Maharashtra. Institutional financial audit controlled by Finance Officer Higher Education Amravati region Amravati and AG Nagpur Maharashtra II . Audits are periodically conducted to ensure complete transparency. Payments are made through online Sevarth pranali and scholarship and other benefits are made through mahadbt portel. Scholarships audit also controlled by social welfare department.

Academic affairs

Our institute offers two year B.ED Course .Admissions are taken on the basis of Centralized admission process through CETCELL Mumbai and ARA of Maharashtra state guideline. All semesters timetable of theory papers and practical's are prepared and published on the notice board and circulate to all teaching staffs. Sessional work and internal assessment are taken objectively and submitted to University.

Administrative affairs

Every employee from top to bottom is part of the college administration. Teaching as well as non teaching staffs are given additional tasks in addition to their normal duties at the beginning of the session. Deep interest is taken by the all employees to complete the assigned tasks. In the beginning all work distributed to teaching and non teaching staff. In charge, Heads of the committees and head of the institute take follow up of the work regularly.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

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

The strategy followed by the college is quite specific and action oriented in order to achieve the objectives. The time bound strategic plan developed by the college is effectively implemented. The teacher educators of the college are governed on the principles of participation and transparencies.

The college maintains an IQAC that functions on the basis of MIS. The college maintains an efficient management system to collect, align and integrate information on academic and administrative aspects of the college. The college has good practice of meeting and deciding on issues. The various teacher educators in-charge are under the obligation of reporting the matter to the head it is well planned and meticulously observed practice.

Particularly the activity of every day's assembly, if the college is offline or online this activity conducts every day except internship schedule. Each student anchoring the assembly it is a compulsory activity to students for this, groups are formed and time period is given to group. In Assembly university song, national anthem, history of the day current affairs and moral stories are taken after that all students sung a prayer 15 minutes given for assembly.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://govt-bed-ytl.org/wp-content/uploads/2023/03/Strategic-Plan-2021-2022-Government-College-of-Yavatmal.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

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

Being the government institute organizational structure is already framed in which the Principal is the academic and administrative head of the institution. Faculty are directly responsible for the academic and curricular development of the student, they all follow rules and regulations as prescribed by UGC, NCTE and State Government for the constituent colleges. Staff members have been designated as In charge, chairperson or member of various committee. Students are involved as active member of the committees. Oppointment of principal and teacher educators through MPSC. (Maharashtra Public service Comission) and appointment of non teaching staff through Joint DIrector of Amravati Region, all

are follow their service rule and regulations.

File Description	Documents
Link to organogram on the institutional website	https://govt-bed-ytl.org/wp-content/uploads/2023/03/Organogram-of-Government-College-of-Education-Yavatmal.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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 planning and implementation of the activities of various bodies and committees is carried out by the members of the respective bodies through a well organized system of planning and evaluation. Various activities and a plan in the college are formulated according to the guidelines of the Sant Gadge baba Amravati University, Higher Education Department and the Vision and Mission of the College. It is based on feedback and suggestion in meeting with stakeholders such as college student alumni and IQAC members .Efforts are always made to implement and execute all plans and decision effectively keeping in the mind. The welfare of

the student and the overall development of the institution. The college also provides important information on the website and the notice board. The various bodies and committees present in the college make it a point that academic calendar is implemented in a timely manner. Decisions taken at various meeting are taken to implement the decision at the ground level in reality.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

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

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

Government College of Education Yavatmal is a government institute cater their staff as family members and fully supportive for welfare measures for teaching and non teaching staff. In the present scenario. The college ensures the all welfare facilities to all staffs as they required. As per government rules and regulations GPF,DCPS/NPS, GIS and AIS welfares are directly paid in salary and for loan facility, staff apply for particular facility and head of the institute forward to sanctioning authority, after sanctioning the loan amount office prepared bill and submit to treasury office. Beside that institute provide residential facility to teaching and non teaching staff.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

0

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

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

3

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

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

0

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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

The institute has a performance appraisal system for teaching and non teaching staff.

Being the government Institute, Institute has a self performance appraisal system for Principal, Teaching staff and Nonteaching staff. Class IV staff has a performance appraisal form principal as a reporting officer fill his report on the form and seal packet send to Regional Joint Director Amravati Division Amravati he is a Reviewing officer. Class III Staff fill up the self performance appraisal form, Reporting officer, Principal write his report on the form and seal packet send to Reviewing officer Regional Joint Director Amravati Division Amravati. Teaching Staff fill up the self performance appraisal form and Reporting officer Principal write a report and send to Reviewing officer Director of Higher Education Maharashtra state. Principal also write a self performance appraisal form and send to Reporting officer Director of Higher Education Maharashtra state, he write his report and send to Reviewing officer Chief Secretary Higher and Technical

Division Maharashtra State. In this way institute has a mandatory and systematic performance appraisal system. So institute doesn't have a filled performance appraisal forms.

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

6.4 - Financial Management and Resource Mobilization

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

Being the government Institute, institute conducts internal / external financial audit regularly as per the guidance of higher education department Finance Officer Higher Education Amravati region Amravati and AG Nagpur Maharashtra II. In Institutions Government cashbook all salary, office expenditure, travel allowance and other expenditures maintained regularly. In scholarship account all students' tuition and other fees entry maintained regularly also scholarship holders' amount maintained regularly and settling of audit objection done in this financial year.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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

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

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.

Our Institute has strategies for mobilization of funds and the optimal utilization of resources. Being a government institute for funding, institute submitted four monthly, eight monthly and eleven monthly budgets to Director of Higher Education Pune, Maharashtra as required to institute. After sanctioning funds to institute the optimal utilization of funds is done for particular heads and Yearly expenditure statement sends to Director of Higher Education Pune, Maharashtra and if some funds are not utilized then it is surrender to government, it is also an mandatory process. All scholarship done by DBT Portal. details of scholarship display to student by logging on DBT Portal. All tuition fees submitted to Government and optimal utilization of other college fees are done by the institute.

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

6.5 - Internal Quality Assurance System

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

Our institute has adopted quality management strategies in academic and administrative aspects. It is geared to promote an ambience of creativity, innovation and improving quality.

The college formulated and established a 13 -member Internal Quality Assurance cell (IQAC) in so as to respond to the changing educational and social demands.

The cell makes assessment of different aspects of the functioning of the college, and monitors their functioning. It gives suggestions from time to time from beginning to the end of the course. This cell also examines and addresses the suggestions. Its major activities include

1. Development and application of quality benchmarks for the various academic and administrative activities of the College.
2. Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process
3. Arrangement for feedback responses from students and other stakeholders on quality related institutional processes.
4. Dissemination of information on the various quality parameters.
5. Organizations of workshops, seminars on quality related themes and promotion of quality circles.
6. Documentation of the various programs/activities of the college, leading to quality improvement.
7. Development and maintenance of institutional database through MIS for the purpose of maintaining and enhancing the institutional quality.
8. Development of quality culture.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

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

The college has IQAC Committee which assesses the performance of the program approved by it. The quality is reflected in the implementation of the academic programs and quantum of target achieved.

The college takes in planning and implementation of the academic programs. To sustain the quality of its academic programs, the stakeholders' feedback and the previous years' results are the benchmark for further improvement. The college makes all out efforts to

Ensures adherence to academic calendar with the help of schedule for all activities.

1. Supervises content delivery by faculty, through senior faculty and Principal

2. Ensures high performance of students in internal examination academic

3. Monitors attendance of students and also keeps the students informed on quarterly basis

4. LCD projectors have been installed in various classrooms for a better learning process.

5. Tutorial classes are organized in the regular time table for each theory period and takes

Feedback of the students.

6. To make the library student friendly the institution has taken action for that and given

Library period in regular time table.

7. Evaluating teaching-learning process through student feedback and student satisfaction

Survey

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

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

5

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://govt-bed-ytl.org/wp-content/uploads/2023/03/2021-2022-Meeting-of-IQAC-and-Minutes.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://govt-bed-ytl.org/c/aqar-2020-2021/
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	View File

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

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The academic calendar is prepared in advance, appropriate steps are taken for the teaching-learning process. The approach of IQAC has always focused on the process of learner-centered teaching learning and it has formulated policy to evaluate and evaluate it from time to time. Accordingly, the IQAC complies with teaching, learning activities and reviews, and modifies after taking suggestions. To see the learning outcomes, final year 49 students are pass out of 51 students and 49 are in First division.

IQAC periodically reviews the teaching process and suggests gradual and regular expansion, upgrades and addition of expected materials, equipment, infrastructure and more.

Administrative functioning is very efficient, appropriate and

effective, regular salary grant was disbursed to teaching and non teaching staff. Compliance of all establishment requirements, like pension cases, forwarding self appraisal reports to reviewing officers was done regularly. University work and scholarship work was done regularly.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The Institute is always conscious about energy conservation and follow measures to reduce Wasteful energy consumption.

- The college conduct awareness programmes on energy conservation and adopts measures to ensure that energy is conserved wherever possible.
- Every person follow a policy of switching on power only when required and switching off when not in use.
- LED light have been installed in places where energy consumption is high.
- Many classroom, Reading room, administrative office and the principal chamber of the college are airy and well illuminated for the maximum use of natural lighting during the day time.
- Tube light are used instead of incandescent bulbs wherever the natural lighting is insufficient to minimize power consumption.
- Presently no energy sources are present in the campus. Institute plans to install roof top solar panels.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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

1) Staff members and Students collect the waste every day and bury degradable waste near tree or in a nearby pit so that it becomes manure for the tree and other negation or vermi composting.

2) The non-degradable waste regularly can be collected by local agencies.

3) The dead leaves and waste papers are not allowed to be put on fire. The dead leaves and waste papers are scientifically decomposed off by burying them in the soil.

4) Waste is segregated biodegradable and non-biodegradable.

5) The college has built a solid waste disposal bin, Solid waste like broken glass, beakers test tubes, rubber tubes etc. are collected from the entire campus and stored here. This solid waste is then collected by Municipal Corporation every alternate day.

6) The college recognizes the importance of meeting these legal prerequisites and deal with it waste responsibly, diminish the volume of waste sent to landfill and boost reuse and recycling where possible.

7) The waste could either be reused or discarded in captive or regular treatment storage and disposed storage and disposed facilities available in the campus, as proposed in the following waste hierarchy- 1) Prevention, 2) Minimization, 3) Reuse, 4) Proper disposal.

8) For waste that cannot be recycled, safe and environmentally sound disposal will be adopted based on the waste category.

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

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

Two of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File

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

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

Institution always committed maintain clean College environment. It sets good example to student teacher, other staffs. It encourage learners to take pride in their College. It also improves hygiene levels and can help to reduce the Spread of Sickness.

- Every year cleanliness Committee is formed and monthly college campus is clean.
- Environmental awareness programs held every year in the institution and also during the pandemic situation institution has taken some environmental awareness Programmes such as / like online tree plantation program was

taken on 5th of June on the occasion of National Environmental Day as well as tree plantation Program was taken by YCMOU B.ED Batch 2020-2022.

- The college conduct awareness programmes on global warming and such other environmental related issues.
- The student and staff are motivated to use jute bage or paper, Cotton bags.
- The college is declared "No Tobacco Zone".
- The use of plastic bags is avoided in the Campus and the authority is planning to declare the entire campus as "No Plastic Zone".
- Provide door mats in each Class.
- Clean the campus Facilities Frequently.
- Solid waste Management.
- Environmental Sanitation.
- Safe drinking water.
- Keep dust bins in each Room, Washroom and Classroom.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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

Four of the above

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

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

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File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

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

Government College of Education, Yavatmal always sensitive and emphatic towards Social, environmental and community problem. As per SGBAU syllabus P 408 Environment project is included in B.Ed. semester four, in this activity students submit reports after surveying a typically degraded area and suggest necessary remedial measures.

Infrastructure and Learning Resources are in ideal state. Infrastructural environment remains pollution free. Continuous augmentation enables it to keep pace with academic growth. Mechanisms for maintenance and optimal use of infrastructure are in place. The well equipped library is rich with adequate learning resources and mechanism to review the library related services and learning resources decision making are in order.

Our institution tries to inculcate the habit of responsible interaction with environment to preserve natural resources. Following courses helps us to infuse environment among students: Corporate Social Responsibility .These life lessons are delivered through case studies, live projects, role plays and experiential learning. The institution ignites sensitivity towards society and environment by various activities like visit to old age home, interaction with specially abled people, visit to orphanages and motivating students to spread awareness of cleanliness. During internship student- teacher organize cultural program, Day celebrations, Awareness Rallies, Co-Curricular Activities, parents meet in various practicing schools.

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

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	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	View File

7.2 - Best Practices

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

Best Practices (1st) Mulya Paripath (Morning Assembly) The morning assembly takes place in following way 1. Assembly order. 2. University song. 3. National Anthem. 4. Message of Day. 5. Current

affairs. 6. Moral Stories. 7. Prayer From time immemorial assimilation of moral values. Stage courage, proper pronunciation and to develop different skills, to encourage students, college provides them a great platform.

Best Practices (2nd) Sports Activity: - P-306 Yoga Education in included in third semesters syllabus of SGBAU. This subject has 75 marks practical + theory. For that in our institution we organized 10 days yoga camp. Our college occupied 13 ½ acres land area. There are various grounds for different sports activities are available Cricket, volleyball, kabbadi, kho-kho, tenniquoit, shortpul, throw etc. games are available. In indoor games chess, carom sports are available. Our college has a recreation hall facility. Other colleges, sports players also use this ground. Our institute has Gymnasium facility. All faculties, students use it regularly. Institute organizes sports week every year. All Students use playground in the sport period. Physical Education keep them healthy mentally and physically. It plays an important role in students all round development.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

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

Our distinctiveness is maintaining complete transparency in its financial, academic & administrative functions. College and website serve information resource, disseminates clear and comprehensive information in general public regarding admission schedule, rules, eligibility criteria for seeking entry into (B.Ed.) courses, reservation policy, academic calendar Timetable, schedule for Unit test is also displayed on notice boards, Google classroom, what'sapp group. Marked answer sheets of two Unit tests in each semester are evaluated and distributed to the student. Academic transparency is strengthened by following clear cut policies prescribed by UGC regarding rules of services and conduct of faculty, teaching workload and increment. The recruitment of teaching faculties are done by M.P.S.C. The recruitment of faculty on CHB basis is done through open advertisement in newspaper. Institution level Budget is prepared at beginning of every

academic session. General accounting principles are adopted to maintain cash books. Audited income and expenditure statement and ledgers of scholarship given to Student are maintained. Maximum payment are made through online mode& cheques. Receipt of dues paid is given to Student. The participation of faculty in decision making is further ensured by constituting various committee. Suggestion, feedback is invited from different stake holders.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File