



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**GOVERNMENT COLLEGE OF EDUCATION,
YAVATMAL**

**GODHANI RAOD, OPP NEHRU STADIUM UMARSARA
445001**

<https://www.govt-bed-ytl.org/>

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

It is a matter of great pleasure and honor for the college to submit the self-study report for NAAC accreditation. Yavatmal is located in the Vidarbha region of Maharashtra. It is about 150 km from Nagpur Airport. The nearest railway stations are Dhamangaon, Wardha, Badnera etc.

College was established on 15th of June 1968. Since last 55 years college is imparting qualitative training and valuable service in the field of Teacher Education. The institution founded in 1944 namely Junior College of Education was converted into comprehensive college in the year 1968. Again in 1997 this institution was bifurcated and the college of education was upgraded as college of Teacher Education (C.T.E) and the Junior College of Education was upgraded as District Institute of Education and Training (D.I.E.T.). Now both the institutions are working separately. Our college provides pre-service as well as in service training. College had vacation B.Ed. batches up to 1999, regular M.Ed. batches up to 1998 and YCMOU M.Ed. batch during 1995-97. The intake capacity of regular B.Ed. one year programme was 100 up to 2014-15 which was 70 previously. From 2015-16 NCTE granted One Unit Regular Two years Face to Face B.Ed. programme which has 50 intake capacity. For service teachers, College is a study centre of B.Ed. two years program of YCMOU, Nasik having 43 intake capacity. The College is having 13.34 Acres own Land on which Class Rooms, Administrative Office, Library, CTE Hall, two Multipurpose Hall, well equipped laboratories, Girls Hostel and Boys Hostel having 80 Intake Capacity each, spacious Parking, multiple Play Grounds, Residential Quarter in College Premises and well-equipped gymnasium has been developed.

College has a 01 Full Time Regular Professor Grade Principal, 03 Professors, 01 Assistant Professor, 03 CHB Assistant Professor, 01 Assistant Professor CHB (Fine Arts), 01 Assistant Professor CHB (Performing Arts) 01 Assistant Professor (Health and Physical Education) and 01 Librarian. Total Teaching Staff is 1+4+7=12 out of them 06 is having Ph.D. College is having total Administrative Staff, we have 01 Hostel superintendent 01 Head Clerk, 01 Senior Clerk, 01, Junior Clerk, 01 Lab. Assistant and 02 Peon.

Vision

Vision

Improving Teacher Education and the Teaching Profession.

Mission

Mission

To impart Qualitative Value based, Need based and Career Oriented Teacher Education to the Students.

Objectives

1. To Impart qualitative and Valuable Service in the field of Teacher Education Students.

2. To Provide Atmosphere for All Round Development of the Students.
3. To Provide Responsible Teachers to the Society.
4. To Attain Community and Social Development Through Infrastructure Facilities of the Institution.
5. To Develop School–Institution–community Networking.
6. To Implement Decentralized Work – Culture with Maximum Participation of Students.
7. To Develop Sensitivity and Awareness Towards Emerging Issues and Global Trends.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strengths

- * The college is having 13.34 Acres own land.
- *Qualified and committed teacher educators and non -teaching staff.
- *Ragging free campus, seeks to uphold the dignity and worth of every individual who is part of the institution. It has a ‘zero-tolerance policy’ towards sexual harassment.
- *Fair and Transparent system of online admission through Maharashtra CET Cell, Under the control of Admissions Regulating Authority, Mumbai.
- *The College admits students from diverse backgrounds Transparent system in recruitment of office Staff through Joint Director Higher Education
- *Adequate books, National and international, other journals, magazines, e-books, e-Journal and other reading Materials.
- *Development of social spirit among students by organizing seminars, workshop, and school visit for internship.
- *An active Internal Quality Assurance Cell (IQAC) plays a central role in the monitoring, augmentation and sustenance of the overall quality of the institution.
- * Activities for slow learners and high achievers.
- * Adoption of feedback system from students and teacher educators, alumni, employer, practice teaching schools etc. The continuous evaluation and suggestions given by the stakeholders are regularly analyzed and appropriate action is taken to incorporate such suggestions into all aspects of functioning in the institution.
- * Negligible rate of drops.
- * The Placement Cell constantly provide a platform to meet the different needs of students for employability.
- * Pollution free, clean & green campus.

* There is a Research and Collaboration Committee that encourages research activities among the faculty and students of Government college of Education.

* Ph.D. Research Centre (Interdisciplinary Studies)

*Government college of Education strives to create a model of education that is based on fostering a culture of eco-friendly practices and making the campus environmentally sustainable. It is a campus that is plastic free, produces minimal waste, conserves energy, protects biodiversity and practices self-sustainability in areas of power, water and cleanliness.

* Hostel facility for needy students.

Institutional Weakness

Institutional Weaknesses

For enhancement of institutional growth and development, the number of permanent teaching staff in the College needs to be increased.

#Government College of Education is primarily an undergraduate college which focuses on teaching and learning activities rather than on research. Therefore, there is a limited scope in enhancing the research rigor on campus.

The College is affiliated to Sant Gadage Baba Amravati University Amravati and bound to follow the curriculum revised by the University and therefore does not allow more flexibility in curriculum design.

Limited resources in the use of digital technology to enhance teaching- learning on campus.

#The College is funded by the UGC but has limited financial resources to cater to the growing academic needs that support funding requirements to enhance teaching-learning resources for faculty members. Generation of funds is often a serious limitation in expansion and upgradation of campus facilities.

Institutional Opportunity

Institutional Opportunities

* Preparing our students for various TETs, CTETs and Competitive Exams.

*Preparing our students to be renowned well cultured, sensitized teachers.

*Preparing play ground with scope of further improvement.

* Preparing to development and renovate infrastructure and other facilities.

* The College has a spacious campus & play ground with scope for further improvements in creation of infrastructure and other physical facilities.

*The College is located in the middle of the city that is quite convenient and accessible for the students from surrounding feeding areas, especially girls who were not allowed by the parents to travel to long distance colleges have got a good opportunity here to achieve their dreams and uplift careers.

*Highly qualified, efficient and committed faculty members who are capable of organizing and conducting high quality seminars, workshops, conferences is an added opportunity to further partner with eminent institutions, to carry out certificate programmes, add-on courses, etc. This will provide the scope to create more teaching-learning material and contribute to the various fields of education.

*Given the emerging educational needs and the constant change in the structures of work and employability, Government College of Education has a large repertoire of its alumnae who can enhance learning experiences on campus adding relevance to the current programmes offered. This effort will strengthen the social capital of the college with the alumnae.

Institutional Challenge

Institutional Challenges

Initiate the linkages with other institutions.

Introducing more research work for B.Ed. Students.

To make the college more socially relevant.

The initiation of any new academic programme requires a long and complicated procedure for getting permissions.

It is a challenge to obtain the Grants and Funding for pursuing research projects.

Weak communication skills of English of students.

#Financial crises faced by number of students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

The institution has a clearly stated and communicated vision, mission and objectives. Teaching staff council committee & internal Quality Assurance Cell Plays a major role in planning of curriculum, The institution is affiliated to the Sant Gadge Baba Amravati university, Amravati & follows the Academic calendar & the Syllabus framed by its Board of studies. In the Meeting of teaching staff council discussion is held on academic calendar, time table, formation of committees, curricular, co-curricular activities, day celebrations, other

institutional development activities, internal assessment, unit tests, university examination, result analysis etc. Institutional academic calendar is prepared. Every committee includes teacher representative, student representatives, if needed experts of that field. School engagement and internship in practicing schools is planned with consent of school headmasters, supervisors. Student representative visit schools along with teacher in-charge, discuss schedule & activities to be organized in the internship.

The institute develops and deploys action plans for achieving the objectives and effective implementation of the curriculum with the help of academic calendar. The college has provided academic flexibility to choose optional pedagogy courses in semester II, III and optional elective paper in semester IV. Institute jointly organized part time add on course DISC for students in collaboration with Government College of Education, Akola. The institute receives and uses feedback from students, alumni, employer, practicing schools, faculties in curriculum development and planning.

Teaching-learning and Evaluation

This criterion discusses College efforts in circulating Teaching Learning Process effectively to the different backgrounds of students. The college is competent to enroll students as per the government Orders in admission for different sections of society as prescribed time to time by the CETCell Mumbai and Maharashtra state govt. The college honors the diversity of students by mentoring, Tutoring, Learning enhancement as per the learning engagement. The college built a mechanism to a transparent admission process and emphasis on defined admission criteria is equally applicable to all applicants. The College guides all students about admission, requirements, fee structure, financial and other requirements. The college develops the competency in organizing learning, teaching behaviours, Assessment and organizing field visits. The College ensures all students to be capable to take independent classes to be aware of identified varied learning and to know all competencies of maxims and techniques of teaching. The College also ensures students to be aware about the school's environment and act rigorous Practices as per the guidance gives by university before sending them for school internship Programme.

The college organizes workshops/Seminars and sessional work activities time to time to develop the student's entire competences. The college ensures and initiate all effective measures to develop learner's skills. The college also signified to enhance the capability of teachers through seminars, workshop and other designed activates. The assessment and evaluation plan are very comprehensive, reliable, objective and transparent and very well prior unformed. The college encourages students and teachers to use and adopt modern technologies in adopting learning. The college is very sensitive on satisfaction of students which are seen by students' satisfaction survey.

The key components are identified by this criterion are Teaching Learning and Evaluation; tutorial classes and mentor- mentee group period in a week are organized for student who have problems coping with the class work. The Evaluation process is transparent Students are evaluated in a continuous assessment system, comprising written examination, class seminars and assignments, honouring student diversion Teaching Learning process competency and skill development, Teacher profile and quality, Evaluation process, students' performance and Learning outcomes and students satisfaction survey.

Infrastructure and Learning Resources

Infrastructure and Learning Resources

The college has 13.34 Acre land and its built up area is 62310sq.ft. (5788.837 Sq.Mt.) It has adequate physical facilities and infrastructure for Teaching Learning i.e. classrooms, Science lab, Maths lab, language room, Art & Craft room, Seminar Hall, two Multipurpose Halls and IT lab. The College has well equipped, well-furnished Library with a reading room as a resource for Knowledge and Skill. It has a 19484 (19484-10435=9049) in 2023 Good Condition books available are 9049 NOTE in 2023 Good condition books available are 9049 and 10435 were burn in Library mishaps. 21 july 2015 – 10435 books were lost due to burning of some books and other dilapidation of the library Therefore, 9049 books are in good condition in the college library. College is having large No of books i.e. 200000+ e-Books and 50000+ e-journals, National and International Journals, Magazines, Newspapers, e-books and e-Journals with internet facilities for students as well as faculty members The College has an administrative office along with Principal office, Gymnasium, Boys and Girls hostels, Residential quarter.

The College has multiple Washrooms for boys and girls in every building.

The College has a vast playground for organizing outdoor games and sports and other activities. The College is very sensitive and more careful to green fields and pollution free campus, so a large no. of plants and show plants are grown in the campus. The institution takes adequate care and considers the environmental issues associated with the infrastructure.

The instructional infrastructure meets the requirements of the program and is better used.

The institution ensures the availability of qualified faculty and staff required to achieve the stated objectives.

Workload policies and practices encourage faculty to engage in a wide range of professional and administrative activities and community engagements. The College has initiated a mechanism to maintain the physical infrastructure and optimum use of all available physical facilities.

Student Support and Progression

Student Support and progression

This important criterion has major Objectives of the efforts of an institution that provides student with necessary Support to facilitate good campus experiences for their overall and all-round development. It seeks information regarding career and personal counselling for student teacher. The College has taken initiatives on a range of capability building and skill enhancement by career and personal counselling. The College made an effort of skill enhancement in academic as well as organizational aspect.

The College has provided adequate facility for vehicle parking, separate common rooms for boys & girls, sick rooms are also available. The College has First aid box. The College made arrangements of safe drinking water with RO-purifier for students as well as faculty and staff. A canteen is available in the campus. Separate Washrooms for boys and girls are available in every building. The College has approved mechanism for redressal grievances for students as well faculties. The College has developed a mechanism for ragging free campus. Grievance redressal committee is working actively for maintaining anti ragging mechanism.

The College has established an Alumni Association and it works actively throughout the year. It has conducted Alumni Meet for better understanding of our Alumni and bonding to the institution. The College has organized Yoga workshop, Drama and Arts workshop, Performing Arts workshop Annual Sports every year and different

cultural programmes for sensitizing and better understanding of our culture and society.

Governance, Leadership and Management

Governance, Leadership and Management

This criterion requires to collect information and data regarding policies and Practices of the college in terms of vision, Mission, Policy statement, governance, strategic Planning, management, and Leadership. It also helps, to gather data and relevancy on effective deployment and practices on empowerment of faculty members. It needs to describe the functioning of IQAC and its relevancy on Teaching Learning Process. This criterion is also expected to give information on Financial Management, Participative management and other supports.

The college has competent able and sensitize management who leads the college by upfront which are reflected in its policy decisions. Vision and Mission statement. The management system is decentralized and participative in all policy matters and decisions. Its strategic plan is very effective in terms of future planning. The management has maintained wider vision, transparency on decision as aspect of future perspective. The college has an active and functional IQAC which initiate and maintained the decision and policy matters. It has taken a numbers of quality initiatives in respect of functioning and governance of the institution. Academic and administrative planning have discussed in IQAC meetings and taken decision unanimously for the development of the college.

The key points of this criterion are Institutional visions and leadership, strategy development and deployment, faculty empowerment strategies, Financial Management and resource mobilization Internal Quality Assurance system.

Institutional Values and Best Practices

Institutional Values and Best Practices

The college has its own energy policy. College administration, teacher and student are conscious about the Environment. Plastic free Campus program was initiated. LED lamp and CFL bulbs are installed for power conservation which ultimately contribute to the purpose of Environmental consciousness. Paperless office is the concept which is partially implemented in the office work. Everyone in the campus is sensitive about conservation of electricity and clean and green environment. The college has waste management system and also taken initiative and maintains rain water harvesting system.

The institution is well committed to encourage green practices inside the college campus. The college had a practice of celebrating birthdays of students and faculties by tree plantation up to pandemic period. Regular as well as YCMOU students has carried out tree plantation in Social Service and SUPW practical work every year.

Code of conduct is prepared for the students, teaching and non-teaching staff and uploaded on the website, included in prospectus, available on notice board. The institute ensures that the students and staff members maintain a high standard of discipline and uphold the reputation of the institution. The institution strives to promote value-based education to inculcate values like social justice, social responsibilities and good citizenship among its student community, several programmes like day celebrations, cultural events, curricular, co-curricular activities are arranged for this purpose. Daily Assembly and Sports Activity are best practices of

our college. Our distinctiveness is maintaining complete transparency in its financial, academic & administrative functions.

Research and Outreach Activities

Research and outreach Activities: -

The college is well aware and sensitized about the importance of research in education. The college has research committee to promote research activities publication and paper presentation by the faculties. All regular faculties are having Ph.D. degree. Two of them are parent university approved recognized Ph.D. supervisors. The college has Ph.D. (Interdisciplinary Studies) research centre. The college has organized two days national conference in the year 2019-20 and published peer reviewed indexed multidisciplinary international journal with impact factor 7.675. The college provides books, journals, internet, N-list ,printer facility in the campus to the research students and faculties .In the third semester, B.Ed. students has compulsory practicum “Action Research Project” The college organizes one day Tour, Excursion Tour, visit to blind school, Remand home, old age home, orphanage, cleanliness Programmes, AIDS (HIV) awareness rally, blood donation camp, medical checkup camp, cultural program for school children and their parents, parent meet etc. as outreach activities throughout the session. The college has linkages with UGC, NCTE, Directorate of Higher education, Joint Director’s office Amravati, AG office Nagpur other colleges, parent university, other universities etc. The college is willing to develop linkages between our college to international universities to promotes research activities in near future.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT COLLEGE OF EDUCATION, YAVATMAL
Address	Godhani Raod, Opp Nehru Stadium Umarsara
City	Yavatmal
State	Maharashtra
Pin	445001
Website	https://www.govt-bed-ytl.org/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Suhaskumar Ruprao Patil	07232-252732	9822228571	-	yavatmal1968@gm ail.com
Professor	Sushama Mukund Ganoje	-	9096872443	-	drsmganoje@gmail .com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Sant Gadge Baba Amravati University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	15-06-1968	View Document
12B of UGC	15-06-1968	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	168	its perment validity not mentioned in the letter issued by NCTE

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Godhani Raod, Opp Nehru Stadium Umarsara	Urban	13.34	5788

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Teacher Education	24	Graduation	Marathi	55	52

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				3				4			
Recruited	1	0	0	1	0	3	0	3	0	0	0	0
Yet to Recruit	0				0				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				10
Recruited	7	2	0	9
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	1	3	0	4
Yet to Recruit				4
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	3	0	0	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	5	0	7
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	23	0	0	0	23
	Female	29	0	0	0	29
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	2	0	3
	Female	6	5	7	5
	Others	0	0	0	0
ST	Male	2	2	3	2
	Female	1	7	5	1
	Others	0	0	0	0
OBC	Male	3	6	10	4
	Female	7	17	10	18
	Others	0	0	0	0
General	Male	2	1	1	4
	Female	2	4	4	5
	Others	0	0	0	0
Others	Male	2	1	3	1
	Female	3	4	7	9
	Others	0	0	0	0
Total		28	49	50	52

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<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,</p>
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	Math's, 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.
2. Academic bank of credits (ABC):	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 Page 10/85 17-04-2023 01:04:38 Annual Quality Assurance Report of GOVERNMENT COLLEGE OF EDUCATION, YAVATMAL 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.
3. Skill development:	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.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	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.
5. Focus on Outcome based education (OBE):	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.
6. Distance education/online education:	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, Page 11/85 17-04-2023 01:04:39 Annual Quality Assurance Report of GOVERNMENT COLLEGE OF EDUCATION, YAVATMAL 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.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Prof. (Dr.) Sushama Mukund Ganoje is a coordinating faculty member. Pradyumna Sanjay Dhanwe is a students' coordinator The Electoral Literacy Club is functional. Staff members many times performed their duties as an Election officer or in other post in various election i.e., Grampanchyat, Municipal corporation, State Legislature elections,

	Lok Sabha Elections.
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Students automatically get training in democratic system while electing student council in college. How should the students be their representative at this time, what should the student representative do after he is elected. Which factors are effective in the selection process? They get training for things like this. And this is effective in strengthening the electoral culture in a democracy. For this, lectures by various teacher leaders are organized. Also, the various posts to be appointed in the Internship and their group heads are to be selected, they undergo a colorful training for the entire election. In this they get training in election process. Students get training in democracy through these various game-like processes as they elect parliament, elect sports representatives, cultural representatives, members of language councils, and group leaders in other matters.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Counseling students through their professors during the election of the college student parliament or their appointments and appointments to various bodies, as well as lectures by various teacher leaders, voter days, voter awareness, counseling of students to increase voter turnout and encouraging students to vote on public holidays on polling days. is done Also, every student should be a voter, so the college insists on voter ID card for the students. Also those whose names are not in the voter list are encouraged to register their names in the voter list.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Our college is a training college. It is mostly attended by graduate students. Whose minimum age is above 20. Most of these students remain in the voting list. At the time of admission the college asks all the students for voter ID card. Students who do not have it available at the time of admission are encouraged to produce an identity card by entering their name in the electoral roll.</p>

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
103	101	95	76	44
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
55	55	55	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	42	40	25	25
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
51	49	45	27	16
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	48	44	27	16
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
52	52	50	49	28
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1**

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	7	6	6
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	10	10
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
10.389	4.390	30.52887	17.009	12.432
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2

Number of Computers in the institution for academic purposes..

Response: 10

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

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

Response:

Teaching staff council & internal Quality Assurance Cell Plays a major role in planning & reviewing curriculum .The institution is affiliated to the Sant Gadge Baba Amravati University, Amravati & follows the Academic calendar & the Syllabus framed by Board of studies. The principal of the institution call a meeting of staff council in the beginning of every year & as and when needed throughout the year. In this Meeting discussion is held on academic calendar, time table, formation of committees, curricular, co-curricular activities, day celebrations, other institutional development activities, internal assessment, unit tests, university examination, result analysis etc. Theory & practical courses are allotted to the faculties, various committees are formed, and Institutional academic calendar is prepared & communicated through minutes of meeting & notices via hard / soft copies.

In-charge call a meeting to plan particular event/ activity under the guidance of principal. Every committee includes teacher representative, student representatives, if needed experts of that field. School engagement and internship in practicing schools is planned with consent of school headmasters, supervisors. Student representative visit schools along with teacher in-charge, discuss schedule & activities to be organized in the internship. Staff council meetings are called frequently for planning & implementation of curriculum.

Main features of the planning process –

- **Formation of Committees-** Several committees are formed for effective planning and implementation of institutional work.
- **Workload distribution-** Theory and practical workload is distributed equally among all teacher educators.
- **Formation of subject club-** Student teachers form subject clubs, plan and execute the activity under the guidance of method teacher educator.
- **Activity wise meeting** - Teaching faculties organizes meeting of other faculties, experts & students for detail planning.
- **Curricular and co-curricular activities-** Preparation, planning and execution of these activities is carried out by student teachers under the guidance of teacher educator.
- **Special days and cultural programs** - Preparation, planning and execution of these activities is carried out by student teachers under the guidance of teacher educator.
- **Academic calendar preparation** - It comprises of planning of theory, practical, workshops, co-curricular activities, day celebration, schedule of examinations & internal assessment.
- **Time table preparation-** Institutional time table committee prepares time table.
- **Planning of all practical sessions-** In-charge teacher educator prepare a plan of practical course.
- **Teaching planning-** Faculties prepare teaching plan of the courses allotted to them.
- **Student Induction program-** Student induction program is organized before commencement of

first semester through which student teachers get knowledge of curriculum framework, professional ethics and motivation.

- **Orientation of newly appointed (CHB) Teachers**-Orientation of CHB teachers is done by regular professors.
- **Curriculum transaction**- Faculties use various modes for curriculum transaction.
- **Student attendance monitoring**- Student attendance is monitored by biometric machine and taking roll call manually.
- **Syllabus Coverage Monitoring**- Syllabus coverage is monitored by the principal monthly.
- **Continuous assessment**- Progress of the student is evaluated through their daily attendance, practical performance, assignments, seminars, and unit tests.
- **Result Analysis**- Internal assessment committee present it in staff council and IQAC meeting.

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

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year
1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response:

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

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response:

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

1.2 Academic Flexibility

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	14	14	12	12

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	15	15

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

1.2.2 Average Number of Value-added courses offered during the last five years

Response:

1.2.2.1 Number of Value – added courses offered during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

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

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response:

1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
89	0	0	0	0

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

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

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

Response:

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

1.3 Curriculum Enrichment

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

Response:

In the beginning of every academic session, institutional Academic Calendar is prepared as per the directions given by teaching staff council and IQAC. Several committees are formed for effective planning and implementation of all institutional work. Student teachers form subject clubs, plan and execute the activity under the guidance of method teacher educator. Curricular and co-curricular activities are carried out by student teachers under the guidance of in-charge teacher educator. Special days and cultural programme as per syllabus / Government regulation are carried out by student teachers under the guidance of in-charge teacher educator. Student induction program are organized before commencement of first semester through which student teachers get knowledge of curriculum framework, professional ethics and motivation to apply it efficiently. Faculties use various modes for effective curriculum transaction. Progress of the student is evaluated through their daily attendance, practical performance ,assignments, seminars, and unit tests. Result analysis is carried out and communicated to students.

Institution organize various workshops such as micro teaching workshop, integration and simulation lesson workshop, teaching aids preparation workshop, SUPW workshop, drama and arts workshop, performing art workshop, understanding of self-workshop, academic planning workshop, action research workshop, yoga workshop ,ICT workshop etc.

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 etc. The college provides printed formats for report writing, lesson planning which motivates student to complete the writing work skillfully.

Through organization of daily assembly ,sports events ,various co-curricular activities, class room discussion, guest lectures, seminar presentation, workshops ,field visits ,health check camp, blood donation camp, visit to old age home, visit to sanctuary ,oxygen park , special schools ,student teacher has to negotiate, communicate, collaborate with community . In this way, student acquire knowledge , skills, competencies .Internal exams and university exams passing and qualifying guidelines were provided to the students by the institution. Inside the classroom slow learners and fast learners were identified, both students are evaluated and special guidelines were given to them by teachers. Teachers guide their level best to the students. Feedback on curriculum by students is collected formally and informally Analysis of feedback were done by the IQAC committee and members of the institution and action taken reports were provided for curriculum enrichment.

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

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

Response:

Institution respects every person irrespective of his /her race, ethnicity caste, religion, socioeconomic status, age, gender, language, culture, appearance, disabilities, sexual orientation. mental and physical ability. After admission to B.ED., students are identified through CET scores, interviews taken by faculties, Induction including Talent Search Program, Micro Teaching workshop organized for 1st semester students in the beginning of the semester. Efforts are made to bring slow learners students to come at par with the average group. High achievers are identified in Tutorials periods & are guided to higher levels of achievement and encouraged towards challenging goals. The institution has mentor-mentor groups. Meeting are held weekly. Mentor takes care of students, counsel them, guide them, solve their difficulties.

Institution organizes drama and art workshop ,performing art workshop ,annual gathering and arranges cultural ,literary competitions like folk song folk dance which inculcate value of unity and integrity among diverse students . Institution always promotes gender equality. Gender equality is one of the key challenges facing society today. The institute conducts regular gender equity promotion programmes. Equal opportunity is given to all students in all programs such as Cultural, Literary, Sport and in student council. Special attention is given on all programs to maintain Gender equality. It is observed that Percentage of female students getting admission is more than male students. Guest Speaker from prominent field are invited to speak on the given topic which highlight the importance and contribution of women in the society.Institution celebrates birth anniversaries of great personalities irrespective of their nationality, race, caste, religion. During school engagement and internship, institution tries to send them in schools located in urban,rural,slum area.Student teacher get experience of teaching in schools offering English medium, Marathi medium, Hindi medium, SemiEnglish medium.Practicing schools students are having socio-economic,religious, gender-wise, cultural, mothertongue-wise, caste-wise, diversity. Student teacher get experience of observing and teaching in different types of schools namely Government and Private schools, Aided and Nonaided schools, Z.P. schools. Maximam schools selected for internship are having State Board Curriculum,few having CBSE Curriculum ,less having ICSE Curriculum.

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

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

Response:

Institution organize various workshops such as micro teaching workshop ,integration and simulation lesson workshop ,teaching aids preparation workshop ,SUPW workshop ,drama and arts workshop ,performing art workshop ,understanding of self workshop , academic planning workshop ,action research workshop , yoga workshop ,ICT workshop etc.Going through these experiences,teaching skill, art and craft skill,communication skill,presentation skill,planning skill are developed among student teachers.

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/ Programs.

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 etc.

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 B.Ed is the basic degree needed to become a teacher.. It also allow them for appearing in any of the government examination like TET/CTET and other state level examinations conducted as eligibility test for appointment . B.ED.programme makes their confidence level high with professional skills developed during two years.they get physical,mental strength to face any consequences and achieve their goal to become a good teacher to shape new generation.

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

1.4 Feedback System

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

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

Response:

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

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

Response:

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response:

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
52	43	45	44	24

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

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years**Response:****2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	6	1	0	0

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

2.2 Honoring Student Diversity**2.2.1 Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..****Response:**

- After completing the central admission process, College organized Induction program in inaugural function for newly admitted students. Principal, all teacher educators 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 teacher educators asses students interest, stage daring and body language. It is a mandatory activity for each student. From this program teacher educator knows the strength and weakness of student
- Besides that college make a list of students with their CET score, this score indicate attitude, general knowledge, mental ability and teaching professions skill and 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, mentor- mentee groups, tutorial periods and internship also.
- All teacher educators guide students group wise or individually and provide different learning facilities as required by students in theory, tutorial and mentor- mentee groups periods. Every teacher educators provide all type of help and suggestions to each student as per requirements of students.
- Infrastructural facilities provide to needy students. Most of the classes are in ground floor.
- Separate ladies and boy's common room are available in our institute.
- In pandemic period all teacher educators provide online help and suggestions to student teacher.

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

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response:

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

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

Response:

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

2.2.4 Student-Mentor ratio for the last completed academic year

Response:

2.2.4.1 Number of mentors in the Institution

Response: 3	
File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3 Teaching- Learning Process

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

Response:

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, and in semester II theory paper Assesment for learning ,teacher educator used co-oprative learning method for Unit III and IV which are based on educational statistics., and in semester II theory paper Assesment for learning ,teacher educator used co-oprative learning method for Unit III and IV which are based on educational statistics.

In online mode our teachers used LMS Google Classroom, online lectures on Google meet app and easily share verious pictures ,teaching materials video clips YouTube videos etc.and also sharing on their whats app group.

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. In semester I practical School engagment in this practical students used experiential learning method and focused group discussion mehod also 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 used.

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 projectparticipative learning, experiential learning, field visit and focused group discussions were used.

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	7	6	6

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

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

Response:

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

Response: 103

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

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

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

Response:

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

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

Response:

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 and in mentor-mentee groups. Most of the practical work students completed in

groups students have space in this groups they conduct of self with colleagues and authorities.

They fill free to suggest any remedial / corrective / reformative steps with the colleagues ,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	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. ‘Book reading’ & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response:

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

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

Response:

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 in workshops and performs 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 this purpose student trying to best in practice teaching internship program . 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.

During Internship program teacher students have more exploer with their students they nutures creativity,innovativeness and life skills in students by participating in different cultural and other school activities.

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

2.4 Competency and Skill Development

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

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

Response:

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

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response:

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

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

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

Response:

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

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

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

Response:

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

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response:

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

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

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

Response:

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

2.4.7 A variety of assignments given and assessed for theory courses through

- 1.Library work
- 2.Field exploration
- 3.Hands-on activity
- 4.Preparation of term paper
- 5.Identifying and using the different sources for study

Response:

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

Other Upload Files	
1	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

Internship program organized systematically in our College as per the guideline of SGBAU Amravati University In semester-1 Incharge Professor of Internship formed Internship planning Committee, guided them about School Engagement and Internship program in meeting organized in after starting each semester. 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. A 3 weeks Internship programme is conducted in semester II. Teacher students takes $6+6=12$ practice lessons of two methods, $2+2$ unit plan and unit test of two methods $2+2=4$ lesson observation of peers of two methods and takes 3 co-curricular activities. 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.

In Semester III Teacher students takes $12+12=24$ practice lessons of two methods, $4+4$ unit plan and unit test of two methods $6+6=12$ lesson observation of peers of two methods and takes 6 co-curricular activities. Other than this 3 School records also see and write a report on it and 2 other school activities also do and write a report on it. In this semester in 2-3 weeks internship period school postings and committees are formed. Student teachers performed their role and maintain the school records; supervisor and class teacher prepare and maintain their records and organized cultural activity with the help of the school teachers and administrative staff.

In Semester IV Teacher students takes $3+3=6$ practice lessons of two methods, $1+1$ unit plan and unit test of two methods $2+2=4$ lesson observations of peers of two methods and takes 1 co-curricular activity. Other than this 1 School records also see and write a report on it and 1 other school activities also done and write a report on it.

Two Final lessons practical exam organized by affiliated university and appoint externals and internals, they observes these lessons organized in school and takes viva on practical completed in four semesters.

In pandemic duration online internship program was organized in 2020-2021 and up to the first session of 2021-2022 for this; student used Google meet app. Internship school allow to student teacher to join their respective classes what's app group. Student teacher takes all practice teaching lessons and other activities

online by sending Google meet app link to classes what's app groups and observer/ mentor teacher educators.

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

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

Response:

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

Response: 5

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

2.4.10 Nature of internee engagement during internship consists of

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

Response:

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

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.**Response:**

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 teacher educators as mentor 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 teacher educator wants to give suggestions to student teacher then teacher educator talk with personally to student teachers and solve their problems. Different committees are formed, these committee members take action on it and teacher educators monitor the activities and give suggestions. Each student takes cultural, literary and sports activities and other school activities. Allotted teacher educators Monitors each and every activity of student teachers like parent- teacher meet, observes inclusive facilities available in schools and facilities provided to slow learner and high achievers. Teacher educator also monitors the peer lesson observations and unit test taken by student teachers. After completing the each semester's internship program student submits their practical books to their respective mentors, after evaluation of practical books mentors gives marks as per their practical books.

In pandemic duration online internship program was organized in academic year 2020-2021 and up to the first session of academic year 2021-2022 for this; student used Google meet app. Internship school allow to student teacher to join their respective classes what's app group. Student teacher takes all practice teaching lessons in online mode student teacher shares various pictures, posters, online materials, clips, videos easily and other activities also takes online by sending Google meet app link to classes what's app groups and to observer/ mentor teacher educators what's app personally. Every teacher educator joins the link and monitoring online practice lessons; also monitors unit test, co-curricular activities. The time of online internship program was in morning 8am to 10.30 am and at evening 5pm to 7 pm.

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

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

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

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

Response:

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

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

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

Response:

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

2.5 Teacher Profile and Quality

File Description	Document
2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years	
Response:	
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
English translation of sanction letter if it is in regional language	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years	
Response:	
2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years	
Response: 5	
File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

2.5.3 Average teaching experience of full time teachers for the last completed academic year.	
Response:	
2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed	

academic year

Response: 105

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

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

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

2.6 Evaluation Process**2.6.1 Continuous Internal Evaluation(CIE) of student learning is in place in the institution**

Response:

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 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 educators. Seminars are organized in related theory paper in theory period and teacher students submit assignment to respective teacher educators' assessment of seminar and assignments done by teacher educators. For practical, workshops are organized, student performed or present or prepared for workshops, related teacher educator observe each and every students and asses his performance. All above work is done in each semester as per syllabus.

In internship program teacher educator check the lesson planning and appointed mentor observe the lessons of student teacher and evaluate the lessons, also gives suggestions for improvement in teaching process. Peers observation also checked by teacher educator and evaluate continuously.

The Internal evaluation committee makes continuous notices for collecting internal marks and provide evaluation formats for internal marks, at the end of each semester and also makes notices for submitting the practical books to student teachers. After checking the practical books teacher educator asses and gives marks in evaluation formats.

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

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

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

Response:

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

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

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 vile 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 semester teacher educator asses the test paper and shows to the students. Student gate 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 gate redressal

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

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

Response:

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 asses 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 asses 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 every semester as directed by university 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.

But in pandemic situation institute did not adheres to academic calendar, all internal evaluation done as per guidance of SGB Amravati University.

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

2.7 Student Performance and Learning Outcomes

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

Response:

Institute developed 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. At the beginning of the each Semester Institute organizes Orientation Programme for I,II,III & IV Semesters and in each semester 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 and in tutorial period discuss about how many CLOs are achieved. For practical's of each semesters institute organize workshops. First period is for introduction of CLO of particular workshop and last period is for how many CLOs are achieved and also taking feedback of workshops from student teachers.and other practicals like School engagement , Internship programme , Project related to environmental education and social work with community experience students write a report of each and every activities and write about how many

CLOs are achieved.

In pandemic situation online Induction/ orientation programme were organized and all workshops and other practical activities were also organized online and for CLOs report writing books submitted of line.

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

2.7.2 Average pass percentage of students during the last five years

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
49	48	44	27	16

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

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

Response:

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 discusses on it and gives 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 and tutorial periods. Before university exam; Preparation leave and counseling timing given in the academic calendar at that time student teachers ask about difficulties in CLOs. Teacher educator guide and gives suggestions and student teacher achieved the CLOs in cognitive attributes.

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 4to 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 and other activities.

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

2.7.4 Performance of outgoing students in internal assessment

Response:

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

Response: 51

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

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

Response:

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 product but after completing these workshops they prepared teaching aids and SUPW products creatively.

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

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response:

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

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

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

Response:

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

3.2 Research Publications

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	11	3	2	2

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	4	12	12	5

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

3.3 Outreach Activities**3.3.1 Average number of outreach activities organized by the institution during the last five years..****Response:****3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
4	1	1	2	2

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
52	51	50	45	55

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

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**Response:****3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
52	51	50	45	28

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

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

Response:

– Outreach activities are compulsory for B.Ed. student- teacher. Our institution organizes activities outside campus to make student teachers 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. Educational tours are arranged every year which provides a great exposure to our student teachers. These tours provide a firsthand experience to student -teacher to different culture, place, people etc.

Our college believes that effective learning occurs in clean and green environment. Cleanliness drive are conducted on regular basis and college management also monitors the cleanliness and hygiene among student teacher. Our 34 student- teacher participated into cleaning activity at Pathrat Devi Temple area, as well as Uddhav baba mandir yavatmal, this program was held on 2/2/2018 at Pathrat and 28/3/2019 at Yavatmal respectively.

Our Institution also visited at inclusive school, Andh Mukbadhir Vidhyalaya at yavatmal on 28/2/2019. Institution also conduct Blood Donation Camp along with Government Medical College at our College campus on 8/3/2018 and 10/12/18 . General Knowledge competition was also conducted on 9/2/2019. All 45 student -teacher were participated in all activities. We also organized yoga activity in campus area .

Our institution organizes this type of activities every year.

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

3.4 Collaboration and Linkages

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

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

Response:

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

Response: 1

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

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

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

Response:

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Government College of Education Yavatmal was Established in the year 1968. College is having 13.34 Acre Land SQ Meter 54000 SQ Feet 581251. This Land is acquired by Acquisition Officer, Yeotmal-- Revenue Case No 26/LVI/1954-55 OF Umarsara, Acquisition Officer Yeotmal on 22/9/58 in M.J.C. (Land Acquisition Case No 18/60 decided by Civil Judge (Senior Division) Yeotmal on 27/8/60 Acquisition of land for the building of the Normal School and Multipurpose High School, Yeotmal. On 22 day of the September 58. The structure of the college building is as follows **Buildings:-** Total Built Up Area in SQ Meters 3750.937 + New Boys Hostel in SQ Meters 2037.90 = Total Built Up Area IN SQ Meters 5788.837 with ample **Parking, various Play Grounds and adequate Open Land** for Future Proposed Construction. All of the above constructions **Constructed By:-** Public Works Department (PWD), Yavatmal, Maharashtra,

The campus of the college is magnificent. The college has an area of 13.34 acres. Which is built with strong structures for various educational purposes. The college is fully equipped with the necessary infrastructure to meet the ever-increasing needs. In which the first building is Administrative Rooms and Class Rooms is 451.45 Sqmt. Second Class Room/workshop room is 143.83 SQ Mt.

Multipurpose/Seminar Hall and Yoga Hall of the college is 456.50 SQ Mt. The library is 495.04 SQ MT. The area has Residential Quarter Type IV of 166.217 Sq Mt. Girls Hostel is 2037 SQ Mt and Boys Hostel is SQ MT. The college which has enough space for conducting educational activities. In it 4 class rooms, seminar hall, tutorial room, laboratory, all educational activities. Social Science Resource Centre, Art and Craft Room, Gymnasium Hall, Multi-Purpose Hall, Seminar Hall and Yoga Dome, Girls' Common Room. Separate hostel for boys and girls in the college premises. Playground for Volleyball, Cricket, Shot Put Throw, Javelin Throw, Disc Throw. Single, double bar and parking space.

The institute follows the criteria provided by NCTE and Sant Gadgebaba Amravati University, Amravati. The college has set up physical facilities keeping in mind the basic facilities. Government College of Education, Yavatmal which facilitates curriculum and co-curricular activities. Class Rooms: All the class rooms are of adequate size and have adequate lighting, air ventilation and good environment. The institute has well-equipped, ventilated, spacious classrooms for conducting theory classes.

The classrooms are equipped with LCD projectors to enable teachers to adopt different teaching methods. Laboratories The college has laboratories equipped with latest equipment and machinery as per NCTE norms. The entire campus of the college is pollution free.

Various big trees have been planted in the area. Due to availability of free open space in large quantity, there will be no problem of space in the future while starting 4 year courses like BA.B.Ed. B.Sc.BEd in the

college. 80 boys' hostels and 80 girls' hostels are available for students today. Buildings are also available for starting new courses in future. Office has sent the proposal for total construction of compound wall for the college amounting 31413650.

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

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

Response:

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

Response: 4

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

Response: 5

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.16	.80	16.35	3.38	2.5

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

4.2 Library as a Learning Resource

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

Response:

Adopting automation for the library using Integrated Library Management System (ILMS) or any other software is very important in the college. Library automation systems can bring many benefits and streamline various library operations. As a principal I know here are some benefits of implementing ILMS or similar software. But I joined this college on administrative transfer in 2019. After that the year 2020-2021 and 2021-2022 was suffering due to corona virus and the city was often locked down. So, I could not start this system in college. But in future I will try to start this system in this college before the third cycle of NAAC. In future college will be planed for remote access to library resources to students and teachers

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

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

Response:

Having remote access to library resources is a valuable feature for students and teachers, as it allows them to easily access materials and information from anywhere at any time. Here are some of the key benefits of

providing remote access to library resources. Nowadays the institution does not have any facility for remote access to library resources which are frequently used by students and teachers. But the college has online facility of NList INFLIBNET. These students can access and access nearly 2 lakh and more books, 50000 thousand and more e-Journals from anywhere. This facility is provided by the college to the student professors. And for others it is made available if they demand it. But the college will set up this system in the library before the third NAAC cycle.

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

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

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

Response:

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
.64001	00	.79587	.41776	.46891

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

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

Response:

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

Response: 1005

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

Response: 1319

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

Response: 1257

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

Response: 1165

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

Response: 1296

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

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

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

Response:

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

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

Government College of Education, Yavatmal has a well-equipped computer laboratory for students with a total of 10 computers and internet facility connected to it through LAN. In this computer lab students find all the demonstrations related to their demonstration or various information related to them. And it benefits them in their actual studies and teaching. Students use and benefit from this computer lab for practice sessions and practical's.Updating ICT (Information and Communication Technology) facilities including Wi-Fi is important to maintain a modern and efficient environment. This technology upgrade brings numerous benefits such as faster and more reliable Internet connectivity, enhanced network security, improved communication and collaboration, and increased productivity.

The college has internet facility in computer room, office, principal room, professor room, seminar hall and class rooms. A lab of 10 computers has been prepared for the students in the college. 3 laptops have been given to the professors. There are 03 computers in the office. 1 computer is provided in the library. 2 computers are provided in the principal's room. All these computers are complete with internet service. This computer system is LAN. Initially the college had BSNL wired internet plan Tariff Plan was 25 GBCUL. After that the college got AIRFIBRE BASIC PLUS wireless internet up to 40 MBPS. It benefits the students.

Seminar room, 02 multipurpose halls and classrooms are equipped with LCD projectors in the college. It is used by students during study and micro-teaching or during seminars. Salaries, electricity payments and other payments are made online in the college. Also, since the students' admission, nomination, examination application, hall ticket is all online, this internet-enabled computer service is needed. Adequate bandwidth has been ensured to handle the number of devices connecting to the wired network in the college and to provide adequate coverage throughout the institution.

The college has a total intake capacity of 100 students with 50 students in first year and 50 students in second year. This internet system and number of computers are sufficient for this access capability. The college will acquire a server in future and intends to keep the entire data of the college safe in it. The college is considering implementing robust security measures such as strong encryption protocol firewalls and network access controls to protect against unauthorized access and data breaches.

The college intends to provide adequate resources and support channels to resolve any connectivity or technical issues that the student users of Government College of Education, Yavatmal may encounter, and carefully undertake the upgrade process keeping in mind their specific requirements, budget and future needs. Before the third cycle of NAAC, the college intends to upgrade ICT facilities including Wi-Fi, which is available today.

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

4.3.2 Student – Computer ratio for last completed academic year

Response:

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

4.3.3 Internet bandwidth available in the institution

Response:

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 40

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

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

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

Response:

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

4.4 Maintenance of Campus and Infrastructure

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
6.88803	1.63035	25.10887	9.81900	7.32277

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

4.4.2 Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place

Response:

After the students are duly admitted in the college, they should submit the admission receipt and identity card to the library. Later they will be given library membership. All Students are required to obtain library membership by submitting duly completed college form library membership form along with one recent passport-sized photograph. Rules for Use of Library All students are expected to keep their bags and other belongings at the Library entrance check point. **Students are advised not to leave their valuable items like money, passport, credit card etc. at the Property Counter. Students are not allowed to bring their personal books or any printed material inside the Library. Students can sit and read their personal books and other materials in the reading room.** All students should carry their Institute Identity Card for availing library facilities and services. Only two books will be issued at a time strictly for 7 days and must be returned on the due date between. 9.00 a.m. and 10.00 a.m. Library resources are valuable and are meant for generations of students admitted to college, every year, faculty members, students and academicians from other Institute and, thus, need to be preserved. 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 :- The college has 10 computer lab with internet facility for college students. Many students are with their personal laptops. Our teachers encourage them to use their laptops and college computer labs for teaching activities. They use their laptops for teaching practice and internships. Some students used computers to create teaching aids and they used their smart phones to create short films as teaching aids. Visiting unapproved sites is prohibited in this computer lab. Users are prohibited from downloading, viewing or distributing any objectionable content (for example pornography, profane language etc.). **Science Laboratory:-** All Science students are eligible to use the science laboratory. 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. Psychology Laboratory:-There are some psychological experiment in the university curriculum. Students use the psychology laboratory for experiments with the help of teachers. Also group experiments are conducted in the college. For that, permission of teacher is required. Gymkhana, Play grounds. Our College ground is open at 6 am to 8 am and 5 pm to 7 pm college students and for society also. College students use college gymkhana and they play cricket, volleyball, shot put, discus throw, chess. College students play indoor game i.e. badminton, chase, carrom etc. Our college grounds are also open to the community. Volleyball, Baseball, Cricket, Foot Ball, shot put, discus throw, Running ground is used by other members of the society.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response:

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

5.1.2 Available student support facilities in the institution are:

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

Response:

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

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

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

Response:

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

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response:

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

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators				
Response:				
5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
19	3	3	6	4
File Description	Document			
Upload any additional information	View Document			
Data as per Data Template	View Document			
Appointment letters of 10% graduates for each year	View Document			
Annual reports of Placement Cell for five years	View Document			
Paste link for additional information	View Document			
5.2.2 Percentage of student progression to higher education during the last completed academic year				
Response:				
5.2.2.1 Number of outgoing students progressing from Bachelor to PG.				
Response: 21				
5.2.2.2 Number of outgoing students progressing from PG to M.Phil.				

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

Response: 1

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	2	2	0	2

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

5.3 Student Participation and Activities**5.3.1 Student council is active and plays a proactive role in the institutional functioning**

Response:

Government College of Education, Yavatmal 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 Government and Sant GadgeBaba Amaravati University Amaravati . Student representative are selected by merit of CET score. It helps to maintain parallel system between students and administration. We are firm believer that overall growth of students is possible only when we give students platform to express themselves in their areas of interest other than academic front.

The student council plays a proactive role in institutional functioning and contributes significantly to the well-being and success of students. By representing the student body and advocating for their needs and interests, the student council serves as a crucial bridge between students and the administration. Here are some ways in which the student council fulfills its proactive role.

The student council serves as the voice of the student body, ensuring that their concerns, opinions, and suggestions are heard and addressed by the institution. Council members actively engage with students, gather feedback, and identify key issues affecting the student community. They then advocate for necessary changes or improvements to the administration, faculty, and staff.

Every year institute form various committees in the beginning of the year student council members are included in every committee. Students council of the college works for the benefit of the students throughout the year and pursues several activities within and outside the college campus. 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.

The major activities pursued by the students council every year are - Cultural Activities, literary activities like elocution and debut competition, day celebration as per Government regulations, birth anniversaries of great personalities, curricular and co-curricular activities, guest lectures, sports week, annual gathering .

The council also supports students in times of crisis or challenges, offering guidance, resources, and a supportive network. Through their involvement in decision-making, support systems, academic enhancement, student engagement, and effective communication, the student council helps shape a positive and inclusive educational experience for all students.

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
52	56	51	50	50

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

5.4 Alumni Engagement

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

Response:

Government College of Education Yavatmal has a non-registered but functional alumni association. It is

an active body with many alumni as its members since 1969. Alumni serve many valuable roles, such as helping to build and grow on institution's brand through word-of-mouth marketing. Alumni relations is an important part of an institution's advancement activities. Our alumni are an institution's most loyal supporters. The college conducts meetings time to time with the members of alumni association which provides a platform to the student to contribute suggestions with respect to the functioning and facilities of the college.

Alumni association offer networking opportunities, which can connect recent graduates with established professionals and help students pursue career changes. All faculty members and Alumni are invited on all formal functions of the College where they share their experience with the Students which enable them to gear up with the competitive world.

The alumni association plays a significant role in the development of an institution, contributing to various functional aspects that are vital for its growth and success. Building Relationships: Alumni associations play a crucial role in building and maintaining relationships with former students. Through regular communication, networking events, reunions, the association strengthens the bond between alumni and the institution

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

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response:

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

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

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

Response:

The alumni association act as an effective support system to the institution in motivating and nurturing special talent through various mechanisms. Here are some ways in which the alumni association can fulfill this role:

- Mentoring Programs: The alumni association established mentoring programs that connect talented students with successful alumni who have expertise in the respective fields. These mentorship programs provide guidance, advice and support to students, helping them nurture their special

talents. Alumni mentors share their experiences, provide career insights, and offer valuable advice. By facilitating these mentoring relationships, the alumni association motivates students and provides them with a strong support system.

- **Alumni-Student Collaboration:** Alumni association organize workshops, guest lectures for current students of the institution . Such interactions provide students with valuable insights, mentorship, and networking opportunities, allowing them to learn from experienced professionals and gain practical knowledge in their areas of interest.
- **Placements:-** By collaborating with alumni who hold influential positions in different schools help talented students to secure job opportunities .These opportunities provide real-world exposure, hands-on experience, and a platform for students to showcase their talent. Additionally, alumni can serve as valuable references and provide recommendations for job placements and further education.
- **Organizing various activities:-**Alumni association organize Annual Alumni Meet. Alumni are invited to share their experiences in Induction Program for 1st year students. Alumni association maintain and updates alumni database.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

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

6.1.2 Institution practices decentralization and participative management

Response:

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, practical's 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	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

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

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

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

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

Response:

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. Appointment of principal and teacher educators through MPSC.(Maharashtra Public service Commission) and appointment of non teaching staff through Joint Director of Amravati Region, all are follow their service rule and regulations.

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

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

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

Response:

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

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

Response:

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 member's .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	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

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 , AIS ,house loan , vehical loan and computer loan etc. 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	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response:

6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	0	0	0

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	3	0	0	2

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

6.3.5 The institution has a performance appraisal system for teaching and non-teaching staff**Response:**

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

6.4 Financial Management and Resource Mobilization**6.4.1 Institution conducts internal or/and external financial audit regularly****Response:**

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 for 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.

In our Government College of Education Yavatmal the process of external financial audits in last five year by AG Nagpur was not done, but by the order of Directorate of Higher Education pune to finance

officer Higher Education , Nanded Division Nanded the team of auditors visited to our college on dt. 13/7/22 to 15/7/22 and done the financial audits for duration 1/4/18 to 31/3/22. The audited report is attached with this report.

The internal financial audit was done time to time in every year.

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.**Response:**

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

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 a mandatory process. All scholarship done by MAHADBT Portal. Details of scholarship display to student by logging on MAHA DBT Portal. All tuition fees submitted to Government and optimal utilization of other college fees are done by the institute.

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

6.5 Internal Quality Assurance System**6.5.1 Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies****Response:**

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

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

Response:

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. IQAC takes meeting periodically and discuss on teaching learning process.

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. Improvised Internship program was organized in different internship schools.

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

Library period in regular timetable.

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

Survey

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	3	4	4

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

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

Response:

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

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

Response:

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The academic calendar is prepared in advance, displayed and circulated at the institute and is strictly adhered to. Admission to B.Ed. Programs, summer, winter and mid-term holidays, examination schedules and results are announced in the academic calendar. All newly admitted students are compulsorily involved

in orientation programs, in which they have philosophy, specificity of education system, teaching learning process, system of continuous assessment, compulsory core curriculum, various cultural activities, discipline and culture of the institution. Students are made aware of time table, program structure, syllabus of courses before the semester starts. Class committees are held regularly to seek feedback with students and 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

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Government College of Education Yavatmal is committed to promoting sustainability and reducing its environmental impact through its energy policy. The institution recognizes the importance of energy conservation and the utilization of alternate sources of energy to meet its power requirements. With a strong focus on sustainability, the college has implemented several measures and initiatives to streamline energy conservation and promote the use of renewable energy sources. The Institute is always conscious about energy conservation and follow measures to reduce Wasteful energy consumption.

- **Energy Conservation:**

The institution has taken proactive steps to ensure energy conservation across its campus. These measures include:

- **Efficient Lighting:** The College has adopted energy-efficient lighting systems, such as LED bulbs and fixtures, throughout its premises. These lights consume less energy, have a longer lifespan, and contribute to significant energy savings. The policy is for individuals to turn on the power only when necessary and to switch it off when not in use.
- **Optimization of Energy:** Heating, ventilation, and air conditioning systems are optimized to reduce energy consumption. Energy-efficient equipment, regular maintenance, and temperature control measures help in conserving energy while maintaining a comfortable indoor environment.
- **Building Insulation:** The institution has invested in improving the insulation of its buildings to minimize heat loss during winters and heat gain during summers, resulting in energy savings. Numerous classrooms, reading rooms, administrative offices, and the principal's chamber in the college are designed to be well-ventilated and brightly lit, maximizing the utilization of natural daylight throughout the daytime.
- **Awareness Programs:** The college faculty members educate students, other faculties, and non-teaching staff about the importance of energy conservation. These initiatives promote responsible energy usage and encourage individuals to adopt energy-saving practices.

- **Alternate Sources of Energy:**

To meet its power requirements, Government Bed College Yavatmal actively promotes the utilization of alternate sources of energy. The institution has embraced renewable energy technologies and initiatives, presently no energy sources are present in the campus. Institute plans to install roof top solar panels.

Overall, Government Bed College Yavatmal's energy policy focuses on energy conservation

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

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

Response:

The Government College of Education has formulated a comprehensive waste management policy that outlines the principles and procedures for handling waste generated within its premises. With a focus on waste reduction, recycling, and responsible disposal, the college aims to create a clean and eco-friendly environment.

- **Policy for Waste Management:**

1. **Waste Reduction:** The institution prioritizes waste reduction by promoting practices that minimize waste generation. This includes encouraging the use of digital platforms for communication and documentation to reduce paper waste, promoting reusable products and materials.
2. **Segregation at Source:** The College emphasizes the segregation of waste at its source to facilitate effective waste management. Waste bins are strategically placed throughout the campus, clearly labeled for different types of waste, such as paper, plastic, glass, and organic waste. The policy requires individuals to properly segregate their waste before disposing of it in the designated bins.
3. **Recycling and Composting:** The waste collection is conducted on a daily basis, and the degradable waste is subsequently buried near trees or in nearby pits with the intention of transforming it into nourishing compost for the trees. Additionally, other forms of waste management such as vermicomposting are also implemented. Organic waste, such as food scraps and garden waste, is composted to produce nutrient-rich compost for landscaping purposes.
4. **Waste Disposal:** Within the college premises, a dedicated solid waste disposal bin has been established to gather items such as broken glass, beakers, test tubes, rubber tubes, and other similar materials. This receptacle serves as a centralized storage point for the solid waste collected from the entire campus. Subsequently, the accumulated solid waste is picked up by the Municipal Corporation on alternate days for proper disposal.

- **Awareness and Education:** Government Bed College Yavatmal conducts awareness campaigns and educational programs to promote waste management practices among students, faculty, and staff.

- **Implementation Procedure for Waste Management:**

1. **Infrastructure Setup:** The institution has established waste collection points and composting facilities across the campus. Adequate waste bins and containers are placed at strategic locations for easy access and proper segregation.
2. **Collaboration with Stakeholders:** Government College of Yavatmal collaborates with local waste management authorities and composting experts to enhance waste management practices. The institution actively engages with these stakeholders to stay updated on best practices and explore opportunities for improvement.
3. **Continuous Improvement:** The College is committed to continuous improvement in waste management. Feedback from stakeholders is actively sought and considered for the refinement of waste management policies and procedures. Regular reviews and evaluations are conducted to identify areas for further enhancement and to implement innovative waste management solutions.

Through waste reduction, segregation, recycling, and responsible disposal, the institution sets an example for students, faculty, and the community, promoting the importance of waste management and contributing to a greener future.

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

7.1.3 Institution waste management practices include

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

Response:

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

7.1.4 Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

Response:

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

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

Response:

Government College of Education Yavatmal places great emphasis on maintaining cleanliness, sanitation, green cover, and providing a pollution-free healthy environment on its premises through various efforts and initiatives-

• **Maintenance of Cleanliness and Sanitation:**

- 1. Regular Cleaning:** The College maintains a regular cleaning schedule to ensure cleanliness across its campus. Dedicated cleaning staff is responsible for maintaining cleanliness in classrooms, corridors, common areas, and restrooms. Waste bins are strategically placed throughout the premises, promoting the proper disposal of waste.
- 2. Waste Management:** Waste bins for different types of waste are available, encouraging proper segregation at the source. Regular waste collection and disposal are carried out in compliance with environmental guidelines and regulations.
- 3. Cleanliness Drives:** Government College of Education, Yavatmal organizes cleanliness drives and campaigns on a regular basis. Cleanliness drives include activities such as campus cleaning, waste collection, and awareness programs on cleanliness and waste management.
- 4. Sanitation Facilities:** The College ensures the availability of clean and well-maintained sanitation facilities for students, faculty, and staff. Regular maintenance and cleaning of rooms are carried out to uphold hygiene standards.

• **Enhancement of Green Cover:**

- 1. Landscaping and Gardens:** Government College of Yavatmal emphasizes the importance of green spaces and has dedicated efforts towards landscaping and maintaining gardens on its premises. Beautifully landscaped gardens provide a serene and pleasant environment for students

and staff. These green spaces also contribute to air purification and create a positive ambience.

2. **Tree Plantation Drives:** The institution conducts tree plantation drives regularly, aiming to enhance the green cover and contribute to environmental sustainability. Students, faculty, and staff actively participate in these drives, planting trees within the campus and surrounding areas. This initiative not only increases the green cover but also fosters a sense of environmental consciousness among stakeholders.
3. **Maintenance of Trees and Plants:** The college ensures proper care and maintenance of existing trees and plants. Regular watering, pruning, and trimming are carried out to promote healthy growth. Tree and plant health is regularly monitored, and necessary measures are taken to address any issues.

• **Providing a Pollution-Free Healthy Environment:**

1. **Strict Anti-Pollution Measures:** Government College of Education, Yavatmal strictly adheres to anti-pollution regulations and guidelines. The institution promotes practices that minimize pollution and ensure a healthy environment. Measures such as the prohibition of open burning, the use of eco-friendly cleaning agents, and the promotion of sustainable transportation are implemented to reduce pollution levels.
2. **Awareness and Education:** The College conducts awareness programs on environmental pollution and its impacts. These initiatives aim to educate students, faculty, and staff about the importance of a pollution-free environment and encourage them to adopt eco-friendly practices.
3. **Collaboration with Local Authorities:** Government College of Education Yavatmal collaborates with local authorities, and environmental organizations to stay updated on pollution-related issues and best practices.

In conclusion, Government College of Education, Yavatmal is dedicated to maintaining cleanliness, promoting sanitation practices, enhancing the green cover, and providing a pollution-free healthy environment.

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

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response:

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

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

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

Response:

Government College of Education, Yavatmal is 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 to suggest necessary remedial measures with latest statistical data on following topics 1) Noise Pollution 2) Water pollution 3) Air Pollution 4) Deforestation 5) Role of pollution control boards 6) Role of voluntary organisation. Time to time the college has organized the seminars, webinars and programs touching the issue of environment, society and community. The college is willing to nurture a healthy environment for which different programs like plantation are organized.

India is a country of multi ethnic culture where people belonging to religious, racial, cultural and lingual identities live together harmoniously. So to maintain an inclusive environment and to give environmental awareness and knowledge about resources and community practicality is very necessary to the students. Keeping this view in mind. Government College of Education tries to maintain harmony and try to create good will among students.

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. Qualified faculty and staff shares workload equitably and collectively. Whole of staff is engaged in institutional activities. 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. The campus environment, practice of mentoring and monitoring progress of the students, support and enhance the effectiveness of the faculty and students. Developing leadership qualities through real work- situation among the students is another feature.

Our institution tries to inculcate the habit of responsible interaction with environment to preserve natural resources. We teach our students to create balance resilience and inter connectedness that allows human society to satisfy its needs. 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 and ‘Swachh Bharat Mission’.

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

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

- 1. Code of Conduct is displayed on the institution’s website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**

4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically

Response:

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

7.2 Best Practices

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

Response:

Best Practice (1st)

Mulya Paripath (Morning Assembly)

Objectives:-

1. To improve student teachers knowledge.
2. To check the uniform, hygienic conditions presence, and regularity ..
3. To build up confidence ..
4. To make them disciplined.
5. To develop unity.
6. To motivate expression and overcome self-consciousness.

In GCEYTL, morning assemblies hold a significant role in instilling moral values, fostering stage courage, promoting proper pronunciation, and developing various skills among students. This practice, known as "????? ??????" (Values Discourse), serves as a best practice where students-teacher and teacher educators actively participate and engage in the assembly proceedings. Every day starts with '????? ??????' . Students are divided in groups of ten .Every group take responsibility of conducting one month's assembly under the guidance of performing art teacher.

Assembly order (Monday to Friday) at 11.00a.m.

1. University song.
2. Prayer
3. Thought of the Day.
4. News Reading, Current affairs and Day Special.
5. Moral Stories.
6. National Anthem

Assembly order (Saturday-at 8:00 am)

1. University song.
2. Prayer
3. Preamble Reading
4. Thought of the Day.
5. News Reading, Current affairs and Day Special.
6. Moral Stories.
7. National Anthem.
8. Yoga Practice

Conclusion-

Student teachers liked to conduct as well as participate in everyday assembly . It developed stage courage ,communication skill, unity, discipline and confidence among them.

Best Practice 2nd

PHYSICAL EDUCATION

Objectives :

1. Learning to organize sports activities as a future teacher.
2. Fostering teamwork, cooperation, and sportsmanship and discipline.
3. Promoting Physical fitness and mental well-being.

Sports Week:

Sports Week at GCEYTL was organized every year with great enthusiasm under the guidance of the Physical Education Teacher.

• **Inauguration Ceremony**

The Sports Week commenced with an inaugural ceremony followed by inspiring speeches of the principal and guest that highlighted the importance of sports ..

- **Sports Activities**

A wide range of sports activities were organized throughout the week, utilizing the available sports facilities on the college premises included cricket, volleyball, kabaddi, kho-kho, tennikoit, shot put, chess, carrom, and other indoor and outdoor games with enthusiasm and sportsmanship during the matches and sports..

- **Prize Distribution Ceremony**

The Sports Week culminated in a prize distribution ceremony. Trophies and certificates were awarded to the winners .

- **Yoga Sessions**

Although Yoga Education is the compulsory course of the third-semester syllabus of SGBAU with a weightage of 75 marks,GCEYTL organize yoga session on every Saturday after assembly throughout the year for all semester's student teachers.

- **Indoor Gym**

Recognizing the importance of physical fitness and well-being, GCEYTL has established an indoor gym facility exclusively for the student-teachers .

- **Conclusion**

GCEYTL provided an excellent platform for student-teachers to engage in physical activities, gain valuable knowledge, and develop essential life skills. The event successfully promoted physical fitness, teamwork, leadership, and a sense of healthy competition among the student-teachers.

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

7.3 Institutional Distinctiveness

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

Response:

This Institution is government Institution. Our distinctiveness is maintaining complete transparency in its financial, academic & administrative functions.

- Academic transparency is a defining characteristic of our college we believe that sharing information not only help student in making informed choices but promotes better management of college as well.
- College and website serves as information resource and disseminates clear and comprehensive information in general public regarding admission schedule, rules and eligibility criteria for seeking entry into (B.Ed.) courses, reservation policy and academic calendar
- Timetable and schedule for mid. Semester test is also displayed on notice boards and website, Google classroom & what's app group.
- Student and parents are regularly informed regarding their academic performance and attendance through letters, sms.
- Students are informed regarding assessment given to them in final exams.
- Marked answer sheets of two Unit tests in each semester are evaluated and distributed to the student so that they may analyze their weaknesses and all grievances regarding marking and redressed immediately.

Academic transparency is further 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. It is a sincere endeavor of college to uphold financial permeability in all transaction and make information as accessible as possibles.

Institution level Budget id 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 mood cheques and salaries of employees are routed through banks.
- A clear picture of fee structure and receipt of dues paid is given to Student and parents at time of admission. To ensure administrative transparency genuine and shared governance is practiced
- The management avoids making unilateral (Instituted) change without consulting the faculty to representatives of staff are actively involved in decision making.
- The participation of faculty in decision making is further ensured by constituting various committee, Regular meeting of these committees are held and minutes are maintained.
- Suggestion and feedback is invited from different stake holders.

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

5. CONCLUSION

Additional Information :

Interdisciplinary Two Days National Conference on Understanding of Self

Government College of Education, CTE Yavatmal held two days national conference on 29th Feb, 2019 and 1st March; 2019. The theme of this conference was Understanding of Self. This theme was unanimously decided in the staff council meeting and the sub themes were discussed and finalized in the subsequent meeting with Principal Dr. S.R.Patil. Government College of Education, Yavatmal.

The first day of this National conference was executed as according to the event schedule proposed by the convenor of this conference Prof. Dr. S. M. Ganoje. After arrival of all the dignitaries the inaugural session begins with lightening of lamps. Our student teachers sung the welcome song for all the delegates. The welcome speech was delivered by the convenor of this conference Prof. Dr. S.M.Ganoje. The Inaugural Speech delivered by Dr. C.V. Bhusari. Pro Vice Chancellor, Gondwana University, Gadchiroli. The Keynote address delivered by Dr. Rajshree Vaishnav, Dean, RTMNU, Nagpur. by Dr.G.S.Parasher, Former-Pro-VC, RTM Nagpur and Indian Maritime University. Addressed presidential speech.

In the noon session the presentation of research papers arranged session wise. Dr.G.L.Gulhane HOD, SGBAU, Amravati was the chairperson for this session. This session was reported by Dr.H.N.Turankar.

The Second day of this National conference was executed as according to the event schedule proposed by the convenor of this conference Prof. Dr. S.M.Ganoje. The Plenary session was chaired by Dr.Jayant Chatur, Principal, Wadhawani Arts College, Yavatmal and the Resource Person Dr.Vasudha Dev, Incharge Principal, GCE, Akola shared her own approach about the understanding of self. This session was conducted and reported by Prof. Dr. S.M.Ganoje. Plenary session ends with vote of thanks.

In the Valedictory Session, the Guest of Honour Speech delivered by Dr.Utpal Tongo, Member of management Council, SGBAU, Amravati. The Chief Guest's speech Delivered by Dr.Chandrakant Rageet, Pro-VC, MGAHVV, Wardha. The Presidential Speech Delivered by Dr.Ulhas Fadake. The entire programme ends with Pasaydan.

Concluding Remarks :

Ours is an Outstanding college of education imparting Qualitative training and rendering valuable services in the field of education, Which provides responsible teachers to the society and thus Attains social development outgoing students of our college are sincere also, They are aware of their role as a teacher.

Our college given importance to teaching skills and all-round Development of the future teachers, and to attain these goals college Provides maximum opportunities to the students. Our college is the only best college in our region providing pre-Service and in service programmes for teachers But we are contented, we have a great vision before us and to Attain it we are planning for the better future.