



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**SHRI GANESH SHIKSHAN PRASARAK MANDAL, PU.
AHILYADEVI ADHYAPAK MAHAVIDYALAYA**

**NANDED-LATUR HIGHWAY, AT. SANGVI, POST. SANGVI, TAL. AHMEDPUR,
DIST. LATUR.**

413515

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shree Ganesh Shikshan Prasarak Madal's Pu. Ahilyadevi Adhyapak Mahavidyalaya is running 2 Years B.Ed. Programme with affiliation of Swami Ramanand Teerth Marathwada University, Nanded. College is situated in rural area of Sangavi on Nanded –Latur Road. A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education with skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills / Competencies such as: Emotional Intelligence, Critical Thinking, Communication Skills, Collaboration with others, etc.

Management of the institute strongly believes on academic excellence of the students. As per the notifications provided by SRTM University time to time & guidelines provided by NCTE we are preparing academic calendar for each year. Before beginning of the semester subject allotment is prepared. Faculties are guided for preparing notes, question bank and teaching material to provide academic excellence.

Our College is running 2 years teacher education program. In the syllabus of B.Ed. 60% importance is given to the practical skill development. Each semester of the B.Ed. course is added student's centric practicum which can give new dimension to the teachers of the 21st century. Practical's like teaching & reflecting on the text provide the opportunity to read-think & reflect.

CBCS is a flexible system of learning that permits students to, Learn at their own choice and pace. Adopt an inter-disciplinary and intra disciplinary approach in learning, and make best use of the expertise of available faculty. The relative importance of subjects of study is quantified in terms of credits.

PU. Ahilyadevi Adhyapak Mahvidyalya is committed to impart need based and practical education and we are committed for holistic development of students. **Competitive Exam Cell** is catering the need of students to prepare for competitive examinations

Our institute gives opportunities to student teachers to know about different school system their curriculum, various curricular, co curricular, extracurricular activities, assessment system through practice teaching and internship.

Our College believes holistic development of Child the institute provides more focus on co-curricular, extracurricular activities

Vision

“We aspire to be an excellent institute of Teacher Education, ensuring environment conducive and innovative teaching, learning and research practices by supporting the efforts, qualities and skills of the students teacher, grooming them into social, responsible, competent and excellent teachers for society”

“We at the Shree Ganesh Shikshan Prasharak Mandal, Pu. Ahilyadevi Adhyapak Mahavidyalaya Believe on Excellence in education through continuous academic efforts, need based, holistic Education for self-

exploration and global learning without losing the ethos of Indian culture.”

The above Vision statement is brought into real through efforts of Management, Faculty and Non Teaching Staff at our college. The Institute has made its mark in the society as one of the best Institutes only because of the sustained efforts of all the elements involved with the Institute. Providing quality education is the benchmark of the academic standards. The students of our college maintain standards of 100% results of every year in academic at university level.

Key Features:

Excellent Institute of Teacher Education-

In Rural area our management would like to provide quality education to the student's teacher. We are providing maximum opportunity for practical skill enhancement in different schools. We have made MoU with many schools for providing better opportunity and practical exposure to the students and make our teacher training college a learning hub & excellent institute of teacher education

Ensuring environment, conductive and innovative teaching, learning and research practices

We believe on academic standards. Every year our educators are completing 100% syllabus. Conducting revision classes & remedial classes. Students are oriented about new techniques of evaluation. Our efforts are converted into success through the 100% result. Team teaching, cooperative teaching, flipped classroom are the new & innovative teaching methodology provided to the students for making them best teacher of the society.

Grooming them into social, responsible, competent and excellent teachers

With academic excellence we focus on social grooming of every student. Many events are organized in the college for providing new learning experience & make them socially responsible teachers. We are preparing academic calendar & provide it to the students for effective learning environment

Mission

Shree Ganesh Shikshan Prasarak Mandal Pu. Ahilyadevi Adyapak Mahavidyalya is committed with its Vision and Mission Statement.

“ To become a Centre of Excellence in Teacher Education and to create an ambience in which innovative teaching learning pedagogy, ideas and practical experiences flourish the teacher educators of tomorrow emerge”

Mission statement of the institute provides best learning possibilities to the student's teacher. Our many faculty members are awarded Ph.D degree. They are providing best research experience to the students. Practical Learning is the most important part of our regular teaching learning process. Institute is not only committed to provide good academic practices but also proving employability skills to the students and taking care to improve percentage of employment every year. CTET training is provided to the students for giving them opportunity to take part in CBSC board schools placement. College has established competitive exam centre

for providing them opportunity & guidance to the students. Every year we are receiving positive results in CTET & TET exams. Experience & dedicated faculty are providing best learning environment to the students. Mission of the Institute stands on following objectives

- . To impart quality teacher education.
- . To provide conducive teaching-learning environment.
- .To practice team teaching, flipped classroom & cooperative teaching
- . To impart teacher education to socially and economically deprived class of society.
- . To promote use of ICT in teaching and learning.
- . To undertake continuous assessment of students.
- . To undertake faculty and staff development programmes.
- . To develop research attitude among students and teachers.
- . To ensure personal and professional growth of the students.
- . To enhance the employability of students by arranging training programmes in communication skills, personality development and arranging campus interviews.
- . To conduct examination in fair manner.
- . To inculcate environmental awareness, save and conserve nature.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

100% Admission – From last five years institute has keep record of 100% admission in every academic year. Institute is running one division of 50 students and our process of admission is completed through the government CET by Maharashtra Admission Regulatory authority. Students are coming from many stages of admission process till our 100% admissions are completed every year. In consideration of other colleges surrounding to this campus it is our major record to keep admission continue for the five years

Academic Planning – Our Institute is an ideal institute for implementing excellent academic. By considering all prospective we are preparing academic calendar and implementing many students centric activity. Curricular, Co curricular and extracurricular focus is our main focus for the all round development of student teacher. Every year our many students passed in CTET and TET examination

Highly Qualified and Competent Staff –

We are running institute in rural area. As per the norms of NCTE and SRTM University we have 100 %

qualified and competent staff in the college. Principal is qualified and approved. Five Assistant Professor have completed Ph.D. degree. All teachers are having more than 8-10years of teaching experience

Green Campus

Green campus is one more positive area of the institute. Our College is situated on Nanded – Lature road at Sangavi. Many trees are planted and it increase beauty of the institute. Many flowers trees are increasing importance of campus beauty. Institute has received many positive remarks in green audit of the campus

Placement – Rigorous academic efforts are providing good results to the institute. Every year we have 100% results of the students. We are taking efforts for TET and CTET classes. It gives result of TET and CTET exams. Success in various competitive exams is one more plus area of the institute. All these efforts provide good success in the placement activity

Institutional Weakness

Shree Ganesh Shikshan Prasarak Mandal's Pu. Ahilyadevi Adyapak Mahavidyala has active in various area of academic. But following weak area of the institute making impact on excellence of the academic and other area.

Rural Area Location - PU. Ahilyadevi Adhyapak Mahvidyalya is situated on Nanded – Lature road at Sangavi. Our campus is located in rural area. Surrounding area is basically famous for Agriculture and allied activities. Many students are engage in the same activity and also taking education. It makes impact on academic excellence and overall performance of the students. Environment of practice teaching schools and internship schools are also a rural.

No Government Funding

Our institute is stand alone, private and self finance institute. Administration, regular activity, staff payment and other statutory compliances are totally depending on student's fees collection. Economical management is the major problems faced by the institute. Government is not providing any type of funding and facility to the private colleges. It makes impact on overall growth and performance of the institute. Book purchasing of library, digital facility, campus management all funds need to manage

Stand alone course

We are running B.Ed. stand alone course. As per the upcoming NEP views and implementation it will be very difficult to run the standalone institute. Many challenges need to face by the institute for running the course. Support from the apex bodies is required for the beginning of new courses in the rural area

Admission of local area students

Our institute is basically receiving all the admissions from the village area. Many problems are faced for the admission process as per the guidelines of CET cell, government of Maharashtra. Local students are engage in many allied activity or agricultural activity. It makes impact on academic progress of the students and performance of attendance.

Internet Connectivity and facility

Location of Village area makes impact on Internet facility and connectivity. No larger broad band cable is available for this location. It makes impact on speed of Internet and digital devices.

Institutional Opportunity

Shree Ganesh Shikshan Prasarak Madal's Pu. Ahilyadevi Adhyapak Mahavidyalaya, being a Teacher Education Institute affiliated to Swami Ramanand Teerth Marathwada University, Nanded. Our Institute may be located in rural area but we have many opportunities for future growth and development

Opening of PG Course

Institute is having opportunity to open PG course. After B.Ed. Institute need to open M.Ed. Course. Supportive UG and PG program can be start in the institute. B.A.B.Ed. and B.Sc.B.Ed. integrated teacher education courses need to be start. M.A. Education on regular mode can be start in affiliation with SRTM University

Research Department

In Pu. Ahilyadevi Adhyapak Mahavidyalaya all faculty have completed Ph.D. and having more than 6-8 years of teaching experience. Institute can start Research department after the PG courses. It will be good opportunity in rural area for the research and also for the researcher. National and International collaboration need to be increase for the research funds and some innovative program

Allied and Supportive Courses

Institute is having scope to start allied courses. As per the guidelines of NEP it is very difficult to run stand alone courses in future. We have to think on beginning of the allied certificate course or some short term program. All these courses will be helpful for increasing credit points of the students. Academic Credit Bank of the students will be get scope to develop

2(f) and 12 (B)

After completion of NAAC accreditation process institute will apply for the 2(f) and 12(B) to the University Grant Commission. Permanent affiliation will be applied from the SRTM University. Many grants, Projects and facility to the faculty members will be provided through the above mentioned process. Digitalization of Library will be completed if we can received some funding from the UGC or any other apex bodies

Digitalization of campus

Pu. Ahilyadevi Adhyapak Mahavidyalaya is functioning in rural area. Digitalization of the campus is the prime need of the era if we want to provide best academic facility. Establishment of digital boards, LCD projector with good internet support in all the classroom is highly needed.

Institutional Challenge

Self Funded Institute Our institute is stand alone, private and self finance institute. Administration, regular activity, staff payment and other statutory compliances are totally depending on student's fees collection. Economical management is the major problems faced by the institute. Government is not providing any type of funding and facility to the private colleges. It makes impact on overall growth and performance of the institute

Government Policy and Regulations

As per the New Education Policy many ideal aspects of teacher education institute has mentioned. Actual implementation of policy in rural area it will be big challenge. Functioning of standalone courses, Economical Management, Problems for beginning new courses, Getting competent and qualified faculty members, establishment of good infrastructure are the basic challenges due to the new norms and procedure.

Upcoming Integrated Teacher Education Institute

B.A.B.Ed. and B.Sc.B.Ed. Integrated teacher education institute are demanding good manpower for the implementation. Infrastructural requirement and financial requirement both are the major task in front of the college administration. Students support for the upcoming courses in rural area this is also one more challenge in front of the institute. At the beginning time institute need largest fund amount and it is not possible to any small institution

Skilled Manpower

As per NCTE norms teacher education institute required highly qualified and competent faculty members. NET/SLET / Ph.D. etc. In self finance institute it is not possible to pay the 7th pay commission salary. Faculty compares salary with aided teachers and private. It makes impact on working performance. Highly qualified teachers are not ready to stay in rural area. Switching job is also the big challenge in front of the rural area institute.

Support from the Schools

As per the modified B.Ed. curriculums Practice teaching and Internship are the major task. Practical skill enhancement of the students is one of the most important priorities. Getting support for the 4 and 6 month internship program and extended practice teaching program is not the easy task to the colleges. In school curriculum they have their own priority and task. Longer practical program is making impact of school functioning.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

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

local context /situation. Shree Ganesh Shikshan Prasarak Madal's Pu. Ahilyadevi Adhyapak Mahavidyalaya, being a Teacher Education Institute affiliated to Swami Ramanand Teerth Marathwada University, Nanded. Our College follows the curriculum prescribed by the Swami Ramanand Teerth Marathwada University, Nanded. On the basis of commencement date of University college is preparing Academic Calendar and making it with complete planning. Various days celebration, Assembly, guest lecturer and extension activity are considered for the all round development of the students teacher. College is conducting free CTET & TET guidance session to the students to increase results & enhanced the results of student's employability. Academic Calendar is approved by management and shared with Educators, Admin, and librarian also to students. Planning and distribution of various committees are revised as per need like University Circular, Admission, Promotion, Examination, Training and Placements. Various activities are planned in Academic Calendar and for each activity proposal; plan of action, agenda is created for smooth functioning of activities. Also after conduction of activities oral feedback & suggestions is taken from students for improvements.

Academic Knowledge

Management of the institute strongly believes on academic excellence of the students. As per the notifications provided by SRTM University time to time & guidelines provided by NCTE we are preparing academic calendar for each year. Before beginning of the semester subject allotment is prepared. Faculties are guided for preparing notes, question bank and teaching material to provide academic excellence. All faculties are also making aware before the semester beginning for the completion of 100% syllabus. Faculties are motivated for using innovative and modern teaching methods i.e team teaching, cooperative teaching, flipped classroom etc. after completion of the syllabus oral feedback from the students is taken by the Principal of the college & as per the needs of students remedial classes are conducted. In covid pandemic situation college has conducted online classes for each semester and complete teaching learning process.

Teaching-learning and Evaluation

Shree Ganesh Shikshan Prasarak Madal's Pu. Ahilyadevi Adhyapak Mahavidyalaya, being a Teacher Education Institute affiliated to Swami Ramanand Teerth Marathwada University, Nanded. Our University curriculum is designed for making student's teacher ready to face upcoming challenges. Teaching Learning approach is suggested for students centric not for teacher centric.

Being an education college, our focus is on using different methods and approaches in teaching- learning process like team teaching, flipped classroom, Project based learning, online and blended learning, co-operative strategy, constructivism, seminars, group teaching, group discussions, storytelling, online mode etc.

1. It helps to cater the needs of all the students. Like we can reach to visual, auditory and kinesthetic learners.
2. We also develop self-study habit with the help of use of flipped classroom.
3. We use project based learning to develop critical thinking approach among the students.
4. In pandemic situation we have used online teaching learning method to continue with the teaching and learning process.

5. Team teaching and Group Discussions, co- operative strategies help to develop team building among the students.

Practical Skills Enhancement

Our College is running 2 years teacher education program. In the syllabus of B.Ed. 60% importance is given to the practical skill development. Each semester of the B.Ed. 4 months internship program is provided to the students as per the guidelines of SRTM University.

Choice Based Credit System (CBCS) CBCS is a flexible system of learning that permits students to, Learn at their own choice and pace. Adopt an inter-disciplinary and intra disciplinary approach in learning, and make best use of the expertise of available faculty. The minimum instructional days as worked out by the NCTE for one SEMESTER are 100-105 working days.

Competitive Exam Cell- Opportunity for new learning areas

Competitive Exam Cell is catering the need of students to prepare for competitive examinations. This cell includes the tasks like - analyze the need and interest, motivation, awareness about procedure and steps of examination, methodology of studies, guidance for examination, continuous mentoring and feedback about competitive examination.

Infrastructure and Learning Resources

The institute has the required infrastructure and learning resources like classrooms, and computer lab, library with reading room, assembly hall and auditorium. Internet facilities to the students and staff is available, The institute has sports facilities namely cricket ground or badminton court. The institute updates the infrastructure and learning resources facilities with the changing requirement of the modern education schools.

Computer Labs: The institution has 1 computer labs with the repository of 15 computers in these labs. These labs are designed to cater to enrich the IT knowledge of the students. These labs are well equipped with internet connectivity.

Classrooms: The institution has 3 classrooms with ICT facility for presentations, animations and graphics for detailed explanation of the lectures.

Projectors: 2 LCD projectors are being used in the classrooms to make students enthusiastic towards learning the subject.

Auditorium: It is well-furnished with a seating capacity of 100. It is equipped with state-of-the art audio and video technology with recording facility.

Our college is one of the multifaceted institutes. The infrastructure of the institution is well maintained. Class Rooms with LCD and Internet facilities and seating capacity of 50 students. As per the NCTE norms classrooms are spacious, well ventilated and decorated with colors and curtains. Library: The college has a well-equipped library with more than 3000 books & reference books,

05 dictionaries, 2 encyclopedias, 99 CD & DVD's, 5 journals, 4 online journals, 20 E-books, 6 e-resources & 3 e-newspapers and reading room of 50 students capacity.

Science Lab & Curriculum Lab

Science lab is on sharing basis with school and curriculum lab with required facilities. The Science lab is utilized for a practical purpose.

Sports Facility is also provided with students. Psychology lab is also developed with all materials. Students are guided about different test, materials and equipments.

College has playground and equipment's to play various games and also facility of drinking water is available. Green Campus is the basic identity of our campus. Our Management also well concentrated for giving required facility to the students

Student Support and Progression

Shree Ganesh Shikshan Prasarak Mandal's Pu. Ahilyadevi Adyapak Mahavidyala has active in students support and progression by using different ways of students development. We Prepared Academic calendar and implement it for the development of every admitted and pass-out Student College is to provide the training, motivation, placement assistance, financial support to the students and alumni. The Alumni Association is significantly contributing for the development of the Institute in manifold ways.

1. **Alumni Association Meetings:** The Alumni Association meetings are organized every year. During these meetings, the Institute's faculty members make the alumni aware about the activities and achievements of the Institute. The alumni share their experiences in the private & government school culture. Provide valuable suggestions for improving quality of education. Interaction of Alumni is helping to the students for understanding of school culture and functioning of the schools.
2. **Participation of Alumni in Co-curricular, Extra-curricular and Extension Activities of the Institute:** Alumni contribute in various activities of the Institute like – Experience sharing in Induction & Orientation Programs, Expert Sessions, Workshops, helping in organizing Industrial Visits, Entrepreneurship Development, Judges for various cultural and sports activities, supporting extension activities. All these activities lead to development of holistic personality and enhancing employability and entrepreneurial abilities of the students
3. **Support in Placement Activities:** Institute contributes significantly in supporting placement for activities. The strong and wide network of alumni support in the form of offering Internships & Final Placements. Alumni provide their own reference and information about job openings to the placement officer and enable students to get their dream job. The contribution of alumni in career development of the students is Valuable.
4. **Feedback from Alumni and Employers:** The Institute collects oral feedback from alumni and employers time to time. The suggestions given by alumni and employers help in improving quality of education

Overall, the contribution of Alumni Association in development of the Institute is commendable.

Governance, Leadership and Management

Shree Ganesh Shikshan Prasarak Mandal Pu. Ahilyadevi Adyapak Mahavidyalaya is the Teacher Education

Institute running 2 Years B.Ed. Program at rural area of Sangavi, Nanded Latur Road. The B. ED College practices delegating authority and providing autonomy to all faculty and students to work towards decentralized and participative management.

The Institute follows participative management in organizing and conducting any event, activity or seminar in the institute. Decentralization and Participative Management at college are depicted through the appointment of various coordinators and the formation of various committees for successfully carrying out the event. Work was distributed among all faculty coordinators and student coordinators in the following manner.

1) Academic Monitoring Committee: AMC decided to organize intra-collegiate competition. Principal of the college appointed the faculty coordinator for the event. The budget was prepared and sent to the Management for approval.

2) Formation of Committees: After seeking approval from the secretary, the event coordinator formed various committees and distributed work among student members in the following manner. Brochure & Certificate Committee Rules and Regulations Committee Seminar Hall Arrangement Committee Anchoring committee & event schedule committee Invitation and guest hospitality committee Registration Committee Prize Distribution Committee.

Governing Body-

Governing body of the college is playing important role for functioning the institute. Following are the major task are discussed with the all governing council members and approved

- To approve a budget, income expenditure and audit report of the institute
- To provide Infrastructural, Human & Financial resources
- To pass the resolutions made by the LMC / CDC
- To approve the mission and strategic vision of the institution

College Development Committee (CDC)

Prepare an overall development plan of the institute regarding academic, administrative and Infrastructural growth, Permit major annual events in the institute. Provide Institutional development plan for the progress of the institute. Take required inputs from the experience members

IQAC

- To develop a quality conscious system
- To organize Conferences / Seminars / FDPs and workshops
- To motivate all teachers for the attending training and provide them required supports.
- To collect the feedback from all stakeholders and take corrective action.

Institutional Values and Best Practices

1. Student Development Programme (SDP)

The Context:

1. Student Development Program focuses on the enhancement of the skills of the students

apart from regular academic development.

1. It aims at increasing levels of understanding of the concepts and practical implementation of knowledge along with their research aptitude.
2. It would help in holistic development of the students making them thinkers.
3. To bridge the gap between the theory and practical knowledge.

The Practice:

- Inputs are given by the staff members on various topics for completing students need.
- Need based session training is provided as per the vision of the institute

Evidence of Success:

1. SDP strives to make education and learning an interesting activity for the youth.
2. It helps to build confidence of the students
3. Its ultimate goal is to facilitate overall Personality Development and Personality Enrichment for every student thus making them Happy and Successful in life.

Problems Encountered and Resources Required:

1. It's important to match the maturity level of students while developing the personality of students.
2. Time table adjustments specially for SDP at college level

2. Title-.Competitive Exam Cell

PU. Ahilyadevi Adhyapak Mahvidyalya is committed to impart need based and practical education and we are committed for holistic development of students. Competitive Exam Cell is catering the need of students to prepare for competitive examinations.

Goal-

1. To create awareness among students about various competitive exams and procedure and steps to apply for these examinations.
2. To analyze the need and interest of students about various competitive examination and to Classify students according to area of interest with reference to competitive examinations.

(UPSC, MPSC, SSC, NET/SET, CET/CTET, KVS etc.)

1. To make student competent with set of abilities and skills require through various guidance sessions for achieving success in competitive examinations.
2. To provide resources and facilities (like library, library, reading room, Exemptions to students) for

preparations and studies.

Due to the efforts of the college many students have qualified CTET and TET exams till date. This is the best success of the college for the student's development

Research and Outreach Activities

Our College is the Teacher Education College and which has its mission to serve community. The 3 Pillars of Higher Education are considered to be

1. Academics
2. Research
3. Extension.

The college organizes a number of extension activities to promote institute-neighborhood community to sensitize the students towards community needs. The students of our college actively participate in social service activities leading to their overall development.

College organizes and participates in various extension activities with a dual objective of not only sensitizing the students about various social issues but also contribute to the community and strengthen community participation. The college has been organized the following activities for the students as a outreach activities in the community an Institute provide a link between the Institute and the community. We are performing the extension activities at-

Aadharshram Orphanage
Old Age Home
Tribal Girls' Hostel

In Research area we are working for increasing number of quality research paper, participation of faculty members in conference, seminars and workshops. Institute has started motivation to the faculty but due to rural area and lack of government funding or support self finance institute facing lot of challenges for the growth of the institute

Through using different techniques such as recreational activities, interactive and participatory programmes, group discussion, street play, skit, we are trying to create awareness among society about their rights, access to information, opportunities, women education, environment awareness, etc. Our extension program is based upon the basic objective of strengthening human values to help individuals and families. Visit to Mati Mand Mulanchi Shala to make students aware of educational needs of Special Children.

Distribution of Clothes at Aadharashram Every year, our students and Staff Distribute Diwali Faral to Tribal Children through Ramkrishna Mission.

Distribution of grains and masks in the COVID Pandemic Situation by Students. Students teachers have guided for participating in various activity which will help to the society. few important activities have mentioned below

1. Swachh Bharat initiatives
2. Blood donation camps
3. Awareness programs on AIDS prevention
4. Leprosy prevention and awareness
5. Dengue Awareness program
6. Environmental pollution

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI GANESH SHIKSHAN PRASARAK MANDAL, PU. AHILYADEVI ADHYAPAK MAHAVIDYALAYA
Address	Nanded-Latur Highway, At. Sangvi, Post. Sangvi, Tal. Ahmedpur, Dist. Latur.
City	Sangvi Tal Ahmedpur
State	Maharashtra
Pin	413515
Website	https://paco.es.org.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Bhausahab Sopan Andhale	02381-262645	7020711699	-	principalpuahilyade vibed@gmail.com
IQAC / CIQA coordinator	Rajeshkhanna Pandurang Rangari	02381-262646	9689192670	-	iqacpuahilyadevibe d@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
State	University name	Document		
Maharashtra	Swami Ramanand Teerth Marathwada University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	24	Ok

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	Nanded-Latur Highway, At. Sangvi, Post. Sangvi, Tal. Ahmedpur, Dist. Latur.	Rural	3	866.057

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, Bed Education	24	Graduation	Marathi	55	55

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				6			
Recruited	0	0	0	0	0	0	0	0	4	1	0	5
Yet to Recruit	0				0				1			
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				8
Recruited	8	0	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	0	0	0	0
Yet to Recruit				8

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

Qualification Details of the Teaching Staff

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

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

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	31	1	0	0	32
	Female	23	0	0	0	23
	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	5	5	0	1
	Female	4	5	0	0
	Others	0	0	0	0
ST	Male	3	1	12	2
	Female	0	2	3	0
	Others	0	0	0	0
OBC	Male	16	8	5	11
	Female	7	8	2	8
	Others	0	0	0	0
General	Male	8	8	17	13
	Female	5	10	11	14
	Others	0	0	0	0
Others	Male	0	3	0	1
	Female	7	5	0	0
	Others	0	0	0	0
Total		55	55	50	50

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinary education is an approach to learning that takes into account different disciplines, subjects, and perspectives. It encourages students to broaden their learning beyond traditional boundaries,
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	<p>explore multiple perspectives, and cultivate new skills Institute has started new Arts, Commerce and Science College for making campus vibrant and multidisciplinary. Students of Education will avail subject of other disciplines as per their choice and interest. Short term courses and certificate courses will be started for the all round development of the students Institute will offer some courses of the YCMOU University</p>
2. Academic bank of credits (ABC):	<p>ABC shall deposit credits awarded by registered institutions into students' accounts. The Academic bank credit(s) can only be shared from institutions, not directly from the student. Only credits submitted by an authorized institution will be accepted for storage and validation by the ABC. Institute has made technology based system of student's enrollment number and marks of the each component will be stored in Academic credits of the students. As per the University guidelines students' performance will be judged on the basis of Academic, Practical and Practicum components. Writing, Reading, Reflections all the parameters will be considered for making strong academic credit bank</p>
3. Skill development:	<p>Life skill education helps students understand how to navigate the world around them and make sound decisions in their daily lives. It teaches problem-solving, self-advocacy, emotional intelligence, financial literacy, critical thinking and decision-making skills As a B.Ed. institute we are already providing many required skills to the students like time management, communication, soft skills etc. Teacher education program are responsible to develop many skills in students. We are providing training of CTET and TET exams for the development of competitive approach in students mind. Many students have passed till date due to these training skills. Institute is also providing students development program and addressing many issues of personality development. Institute is taking efforts for skill development of students</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Shree Ganesh Shikshan Prasarak Mandal's Pu. Ahilyadevi Adhyapak Mahavidyalaya runs B.Ed. course in Marathi Medium. Our college is giving importance to all the regional languages. In B.Ed. course much pedagogy are added as per the directives of NCTE. Hindi, Marathi, English languages are the</p>

	<p>method subjects to the B.Ed. students for learning all important information of Indian languages. History, Geography, Economics are the main subjects of social science for enhancing the knowledge of Indian culture and other system. We are providing resources to the students for learning aspects of Indian modern change in education system</p>
5. Focus on Outcome based education (OBE):	<p>Pu. Ahilyadevi Adyapak Mahavidyalay is running two years B.Ed. program. As per the directives of NEP University has started taking efforts to make all syllabus outcome based. Syllabus will be the compile part of skills, content and knowledge. Revised Blooms Taxonomy will be followed for the evaluation of the students. Each Subject mapping chart will be prepared on the basis of course outcome. After the results mapping will be done by each subject teacher. Subject micro plans are prepared accordingly to make teaching learning process outcome centered</p>
6. Distance education/online education:	<p>Pu. Ahilyadevi Adyapak Mahavidyalay is running two years B.Ed. program in the rural area with the affiliation of SRTM University, Nanded. Institute is also focused on distance education courses of YCMOU, University Nashik. We are running PG course of M.A. in Education and Diploma in School Education. College has provided opportunity to the in service teachers for doing M.A. Education and Diploma in School Management. College is also guiding students to take benefits of online courses of SWAYAM and UGC for extending learning skills.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<ul style="list-style-type: none"> • An Electoral Literacy Club is a platform to engage school students through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting. ELCs are also present in colleges and rural communities. • At ELCs, learning meets fun. Activities and Games are designed to stimulate and motivate students provoking them to think and ask questions. Through ELC, Election Commission of India, aims at strengthening the culture of electoral participation
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	among young and future voters.
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?	Yes. College has appointed teachers in charge to monitor the activity of ELC club. Our students are doing practice teaching and internship in the different schools of government and semi government. All Internship in charge is taking responsibility of orientation about the activity of electoral club in the allotted schools and college. ELCs are present in Schools, Colleges and Rural Communities. Following will be the members in each type of ELC
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.	In the ELCs, members will be part of interesting and thought-provoking, mostly classroom based activities and games. There are orientation sessions and group discussions are conducted to make students awareness. ELC is basically doing the work for the national progress. College is also celebrating national days like 26th January and 15th August. At that time ELC is functioning for the awareness activity. All this activities and games which have been carefully designed to impart specific learning which will help them become an 'Empowered (Prospective) Voter'.
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.	Yes. College has taken awareness drive in schools and junior colleges. Students teacher are doing internship programs in various schools and they are making orientation for the Secondary and Higher Secondary school students. Under the cultural activity in schools students are made aware about the importance and need of the election in democracy and importance of voting for making our democracy healthier
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.	Our all admitted students in B.Ed. course have already completed 18 years. After admission process in induction program we are making orientation to all the students for registering in the ELC. College is also making facility to provide registration forms and required guidelines to the students. Junior college students are also motivated by the students of B.Ed. course for the required process

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
105	100	100	99	60
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		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	50	50	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	24
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
50	50	50	47	12
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
52	31	44	25	13
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
55	50	50	50	48
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
7	6	7	7	5

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

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

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

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
4.79	4.25	3.17	1.35	4.3

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 20

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:

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Shree Ganesh Shikshan Prasarak Madal's Pu. Ahilyadevi Adhyapak Mahavidyalaya, being a Teacher Education Institute affiliated to Swami Ramanand Teerth Marathwada University, Nanded. Our College follows the curriculum prescribed by the Swami Ramanand Teerth Marathwada University, Nanded. On the basis of commencement date of University college is preparing Academic Calendar and making it with complete planning. Various days celebration, Assembly, guest lecturer and extension activity are considered for the all round development of the students teacher. College is conducting free CTET & TET guidance session to the students to increase results & enhanced the results of student's employability. Academic Calendar is approved by management and shared with Educators, Admin, and librarian also to students. Planning and distribution of various committees are revised as per need like University Circular, Admission, Promotion, Examination, Training and Placements. Various activities are planned in Academic Calendar and for each activity proposal; plan of action, agenda is created for smooth functioning of activities. Also after conduction of activities oral feedback & suggestions is taken from students for improvements. College main focus is on the execution of curriculum. Due to Covid -19, Pandemic situation online lectures were planned. Practice teaching and Internship were revised and conducted through online mode. We are providing maximum opportunity to the student's teacher for practical skill enhancement. As per course assignments, educational visits & expert's session were planned at nearby local area. Students, Alumni and stakeholders' feedback were taken for reviewing curriculum. As per the students demand interaction with school principals, vice principals & schools coordinators were planned for Employability enhancement, Competitive exam cell, is also taking care for CTET & TET classes. As per SWOC analysis training and placement calendar is formed and is followed accordingly. Each faculty members are handling different portfolio to enhance ability of functioning. Student teachers are also motivated to learn some courses from online platforms. But due to heavy practical load & responsibility on students teacher they are not able to do the such a type of courses. Because of continuous involvement in academics and effective inputs in curricular and extracurricular activity we are receiving good success in the result of CTET, TET & Placement

School Internship & Practice teaching are the special area was college is providing maximum focus. Interaction between schools Principal's and college Principal is organize for discussing the efforts required for effective functioning in Internship program and practice teaching event. Expectations of NCTE & Swami Ramanand Teerth Marathwada University, Nanded are convey effectively. MoU's prepared with school's for the effective supports in academic and extracurricular activity. We are committed with our vision & mission statements. Need based & practical education to the students teacher is the prime responsibility of the institute. Every year we have 100% results with good

percentage of first class & distinction

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: C. Any 3 of the above

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

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**
- 4. Orientation programme for teachers**

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document
URL to the page on website where the PLOs and CLOs are listed	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: 100

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
11	11	11	11	09

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
11	11	11	11	09

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

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
01	01	01	01	01

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: 16.81

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
23	16	14	15	10

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: A. All of the above

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

1.2.5

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

Response: 0.22

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
01	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:

A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc. Teacher Education is a programme is related to the development teacher proficiency and competence that would enable and empower the teacher to meet the requirements and to face the challenges. It provides training and practice in the different technique, approaches and strategies that help teacher to plan impart instruction. It provides opportunities to student to learn skills of teacher education. In the curriculum of B.Ed. course integrated lessons creating student teacher to use all micro skills together for enhancing ability of teaching. It includes effective classroom management skill, preparation and use of instructional material and communication skills. As per SWOT analysis of students' expert's sessions are organised for their professional development. The curriculum college add value education course, self-study and skill based courses for developing students' abilities. In order to groom their personality college also offers personality development program in collaboration of Mahindra Pride. College also conduct workshop on CTET, TET, NET, SET guidance sessions under competitive exam cell. Remedial and revision classes, Elite club work for students' development. To cater to the needs of the student's college have a very strong mentoring program. In House and Inter collegiate competitions. Thus, curriculum considers cognitive, affective and psychomotor development of the students.

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:

Shree Ganesh Shikshan Prasarak Madal's Pu. Ahilyadevi Adhyapak Mahavidyalaya gives opportunities to student teachers to know about different school system their curriculum, various curricular, co curricular, extracurricular activities, assessment system through practice teaching and internship. We strongly believe that maximum connect with school is helpful for academic excellence & skill enhancement program. In second SEM students are getting opportunity of one month Internship & in SEM IV total four months internship is schedule. College has prepared MoU with different schools for providing opportunity of learning new things & practical aspects.

Following schools are considered for the Internship & practice teaching program

1. Pu. Ahilyadevi Holkar Madyamik Vidyalaya, Sangavi
2. Pu. Ahilyadevi Holkar Uchch Madyamik Vidyalaya, Sangavi
3. Sant Sadguru Madyamic Vidyalaya, Ahemadpur
4. Swami Vivekanand Madhyamic Ashramshala, Ahemadpur
5. Baliraja Madyamic Vidyalaya, Ahemadpur
6. KA. Anusayabai Gorte Madyamic Va Uchch Madyamic Vidyalaya, Ahemadpur
7. Sanjay Gandhi High School, Malegaon, Ahemadpur
8. Samrat Chandragupta Maurya International School, Rudha
9. Sant Dnyeshawar Madhymik Vidyalaya, Ahemadpur
10. Samrat Chandragupta Maurya International School, Ahemadpur
11. Matoshri Sugrama Vidlaya, Ahemadpur
12. Karmveer Bhaurao Patil Madyamic Vidyalaya Mandan Ahemadpur

Connect with school principals are established by the teacher educator & college principal. Students are provided maximum opportunity to enhance practical skills. Lesson Planning, unit Planning, Year Planning, Blue Print, Model Paper preparation, Answer key preparation, Paper corrections, students feedback are the practical aspect student teacher learns though school internship and practice lessons.

Students Teacher is also receiving opportunity of organizing events, activity in schools. Organization of

co curricular & extracurricular activity is the main area of teacher's life. Playing games with students, organization of assembly, celebration of death & birth anniversary of national leaders are the opportunity provided by the schools to the students in internship events.

College organized principal's talks it also helps students to understand functioning about different boards of schools, their academic planning, teacher's, coordinator's, Principal's role, different committees of school and their functioning. College organised alumni interaction those are teaching in Indian as well as abroad school to know the culture, functioning of various boards, their teaching strategies, assessment system, and norms standards .It helps students to develop professional skills. Our curriculum also includes one of the best practices i.e. Reflective assemblies that provide a platform to celebrate different festivals, to know about culture and develop their value system. Through Enhancing professional capabilities (EPC) exhibition on the culture of different states of India and countries were organised to know their tradition, climate, food education etc. As per norms and standards admission is given to students of different states of India. International & National webinars participate to know about the education system about different countries for international and comparative perspectives.

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

1.3.3

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

Response:

The programme structure offers a comprehensive coverage of themes and rigorous field Engagement with the child, school and community. It comprises of three broad interrelated curricular areas prescribed by NCTE:-

1. Perspectives in education
2. Curriculum and Pedagogic studies
3. Engagement with the field.

All the curricular areas include theoretical inputs along with the practical work from an interdisciplinary perspective.

Perspectives in Education

Social Perspective is very much important to understand the B.Ed. Course. Knowledge of Sociology, Psychology, History, Geography & Philosophy are highly needed to stand as a confidence teacher in the society. Our focus is also on same aspect while teaching & learning process. We provide scope to the students for leaning of perspective knowledge for better understanding of curriculum. One teacher should be well aware about philosophical foundation of the society & education. It provides direction to the education field.

Curriculum and Pedagogic studies

B.Ed. curriculum has different aspects like theory, assignments and Internship. Most of assignments are related to field work which gives actual experience to student like interview of school teacher, case study of student, school management and visit to historical, geographical etc. places and writing report on it where student involve actively. Total 5 enhancing professional capabilities (EPC) and Engagement with field (EWF) i.e. internship gives real experiences about professional skills. Students' interaction with management, Parent Teacher Meet, Research, participation in the events of different clubs organized for development of students. Marathi, Hindi, English, History, Geography, Science, Mathematics are the core pedagogic subjects are prefer as a method subjects. Each student teacher is taken two pedagogic subjects / method paper and getting knowledge for the all round development as a subject teacher. Visit to Social centre are also increasing confidence of students to join practical and theory knowledge to each other.

Engagement with the field.

Our College believes holistic development of Child the institute provides more focus on co-curricular, extracurricular activities Free CTET, TET classes, Readers club, Mentorship, etc. Extension activities like visit to old age home, donation activities increase interconnectedness with society. Online guest lectures, expert's session provide new dimension of learning to the students. , Principal's & senior school teacher's interaction also provide opportunity to get real and extensive knowledge of the field. Competitive exam sessions providing new experience to the students for getting success in various competitive exams. CTET & TET exam results provide good opportunity to the students for getting placement in various English & Marathi medium schools. Due to the consolidated efforts in all the area our college has maintain standards of 100% results. Every year our all admissions are completed. Experience and qualified teachers is also the important asset of the college to provide quality teaching experience to the students. Peer mentoring is useful to develop students teacher relationship and good academic environment

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: C. Any 3 of the above

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

1.4.2

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

Response: C. Feedback collected and analysed

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: 99.2

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: 140.47

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
29	33	39	35	38

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: 2.37

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
6	0	0	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:

The college distinguishes the moderate students and progressed students at the time of admission. Our college's admission committee members investigate the talent level on the behalf of previous education accordingly and classified them into moderate students and the high level learners. The high level learner's students are urged to join different scholastic clubs and gatherings for Youth Festivals exercises. They are likewise propelled to take up subjects in whom they have performed well. The moderate students, then again, are guided alongside their folks to take up subjects and courses most appropriate for them.

System adopted for moderate students: Moderate students are identified on the behalf of Graduation & Higher Secondary level percentage. The students are isolated into different groups and given separate topics for attempt the questions. The topic is distinguished and they are asked to step through exams that are exceptionally detailed by their needs. University questions are given to them to be tackled. The guardians are called by the educators to make them mindful of the students' academic performance and how they should be regulated to achieve great results. Directing meetings for both the students and guardians are coordinated at customary intervals. In a few cases, the healing and instructional exercise classes were additionally led for the students. Students are given assignments on the achievement basis so that they can start exploring and creating.

System adopted for Progressed students: Progressed students are also identified by the marks obtained in school and college / university examinations. They are motivated to join skilled courses and are guided in a legitimate way to seek after different Vocation Choice. Students are urged to attend college clubs and ceremonies that are associated with youth festivities and inter-college competitions such as deliberations, proclamations, exams, writing articles, collage-production, and so on. The bright students are further given some mini projects and surveys to enhance their research skills. They are given additional lab work and additional scholastic tasks to use their abilities and clean them.

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: B. Any 4 of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 15

2.2.4.1 Number of mentors in the Institution

Response: 07

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:

The college is ensuring the use of student-centered methods such as experiential, participatory learning and problem-solving methods in the teaching-learning process. The following activities are being regularly conducted by the college to make learning activities more student-centric.

Experimental learning:

The college is giving all students the occasion to assume a job as a teacher and have insight of educating in the class room. We are additionally promising students to coordinate projects at departmental level. It is assisting the students with improving their insight, introduction abilities and personality enhancement.

Participant Learning:

The College is utilizing participatory figuring out how to urge students to be effectively associated with the learning cycle. College is utilizing the accompanying member learning strategies like Group Discussion, Small Group Exercise, Assignment, Allocation, Quiz, Case Study, Project and so on.

Problem Solving Methodologies:

Case studies are provided to improve critical thinking, creativity and problem solving skills among students and are asked to prepare project reports by various departments

Brainstorming as teaching strategy:

1. First, a small group of students is formed. They are approached to sit in a group and are given a specific issue or point.
2. Teacher, as the group leader, then ask group members to think about the problem and give their ideas. They are advised to find as many solutions to the problem as they can find. They are told not to condemn others thoughts however they are allowed to make considerations to others thoughts. Students are encouraged to put forward suggestions without hesitation even if they

seem to come up with unusual and unorthodox ideas.

3. Student's thoughts are to be tuned in and acknowledged quietly, without passing any judgment or remark of any kind until the session is finished.

Focused Group Discussion

Using this strategy involves gathering students from similar streams like Science, Arts together to discuss a specific topic of interest. It is a form of qualitative research where questions are asked about their perceptions attitudes, beliefs, opinion or ideas. In focus group discussion participants are free to talk with other group members; unlike other research methods it encourages discussions with other participants. It generally involves group interviewing in which a small group of usually 8 to 12 students. It is led by a teacher in a loosely structured discussion of various topics of interest.

* online mode

Nearly all teachers are using Google Classroom Application to teach their respective subjects. What App Group is created for all students to discuss their issues with teachers about various subjects? During the Covid-19 pandemic, students are being taught through online medium only.

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: 93.75

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
06	06	06	06	06

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: 47.62

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: 50

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: C. Any 2 of the above

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

2.3.5

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

Response:

Being an education college, our focus is on collaborative approaches in teaching- learning process. We prepare list of mentees & Mentor. Our major functioning of students for completing learning process like micro teaching, integrated lessons, lessons of innovative methods, practice teaching lesson guidance, Internship groups etc. are the major activities are conducted under the mentors guidance. Flipped classroom, Project based learning, online and blended learning, co- operative strategy, constructivism, seminars, team teaching, group discussions, storytelling, online mode etc. There are number of activity in teaching- learning process are completed under the mentors guidance.

Our Management is also participating in the activity of mentor- mentees. Management members are also interacting with students time to time for making students healthy in academic activity & practicum compliance. Mentoring program helping students for completing healthy academic functioning

Internship is the major task in B.Ed. course. Students teacher are fully trained under the able guidance of mentors for more than 5 months program. Relationship between school teachers, principal & school management it develops under the able guidance of mentor teacher

1. It helps to cater the needs of all the students. Like we can reach to visual, auditory and kinesthetic learners.
2. We also develop self-study habit with the help of mentor mentee relations.
3. We use project based learning under the mentor guidance to develop critical thinking approach among the students.
4. In pandemic situation we have used online teaching learning method to continue with the teaching and learning process.
5. Team teaching and Group Discussions, co- operative strategies help to develop team building among the students.

6. With the help of seminar method, we develop confidence and self-study approach among the students.

7. Mentor mentee system develops parenting. Students and mentor are playing a role of family member

8. CTET & TET guidance and individual coaching is provided by the mentor teachers

Learning Outcomes

Our College have develop mentor mentee system strongly. Mentors are motivating students for participating in various activities of sports, cultural, drama etc. Effective Mentorship develops success ration in placement activity. Our teachers are giving free guidance to the student's teacher on CTET, TET and SET/NET exams. Our 20 students have passed the CTET and TET exams. Parents are also well connected with mentor teacher to get an idea about the mentees progress. Confidence building of student teacher is the main output of mentorship activity. students teacher are able to provide innovative, creative lessons and also having good connect in school because of mentors realtion

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: A. Any 5 or more of the above

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

2.3.7

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

Response:

.Shri Ganesh Shikshan Prasarak Mandal PU. Ahilyadevi Adhyapak Maahavidyalaya it stands , our aim is holistic development of students. We want to nurture students’ creativity, innovations, intellectual and thinking skills, empathy, life skills as we strongly believe that education is change in behaviour. Out of all the programs that we do for students under different clubs, I would like to highlight S.D.P and P.D.P. S.D.P stands for Student Development Program and P.D.P stands for Personality development Program. Student Development Program- The beginning of this cell starts with orientation and it continues with SWOT i.e. Strengths, Weaknesses, Opportunities and Threats identification. On the basis of SWOT, students are provided with trainings. Under this cell different experts are invited to help students to strengthen their strengths and overcome their weaknesses. Personality Development Program- To groom students’ personality we have collaboration with many English and Marathi Medium schools to develop student’s personality through various school activity and practical experience. Under this cell we have provided trainings on life skills, soft skills, communication skills, creativity and team work, interviewing skills etc. These trainings were provided on continuous basis and its effectiveness was checked by the experts. The outcome of both the programs is visible in the form of good placement of our students.

Effective use of Innovative Teaching Methods-

Being an education college, our focus is on using different methods and approaches in teaching- learning process. We prepare micro plans where we mention all the methods and approaches used for teaching and learning process like flipped classroom, Project based learning, online and blended learning, co-operative strategy, constructivism, seminars, team teaching, group discussions, storytelling, online mode etc. There are number of reasons for using variety of methods and approaches in teaching- learning process and they are

1. It helps to cater the needs of all the students. Like we can reach to visual, auditory and kinesthetic learners.
2. We also develop self-study habit with the help of use of flipped classroom.
3. We use project based learning to develop critical thinking approach among the students.
4. In pandemic

situation we have used online teaching learning method to continue with the teaching and learning process. 5. Team teaching and Group Discussions, co-operative strategies help to develop team building among the students. 6. With the help of seminar method, we develop confidence and self-study attitude among the students. Constructivism, Storytelling helps to develop creativity among the students. It also helps students to bust the confidence and motivate them for using innovative approach for classroom teaching.

Innovation always provides scope for continuous learning. Students are motivated for using information and communication technology to adopt ICT based teaching learning approach.

School Internship & Practice teaching are the special area was college is providing maximum focus. Interaction between schools Principal's and college Principal is organize for discussing the efforts required for effective functioning in Internship program and practice teaching event. Expectations of NCTE & Swami Ramanand Teerth Marathwada University, Nanded are convey effectively. MoU's prepared with school's for the effective supports in academic and extracurricular activity. We are committed with our vision & mission statements. Need based & practical education to the students teacher is the prime responsibility of the institute. Every year we have 100% results with good percentage of first class & distinction

Competitive Exam Cell- Opportunity for new learning areas

PU. Ahilyadevi Adhyapak Mahvidyalya is committed to impart need based and practical education and we are committed for holistic development of students. **Competitive Exam Cell** is catering the need of students to prepare for competitive examinations. This cell includes the tasks like - analyze the need and interest, motivation, awareness about procedure and steps of examination, methodology of studies, guidance for examination, continuous mentoring and feedback about competitive examination.

2The Practice-

Step-1- Introductory session for competitive exam and cell.

Step-2- Awareness session about various competitive exams.

Step-3- Registration of students.

Step-4- Need and interest analysis of students.

Step-5- Make What's app group.

Step-6 Classification of students according to area of interest with reference to competitive examinations.

Step-7- Motivational and inspirational sessions of achievers of competitive exams.

Step-8- Awareness sessions about competitive examination like process to apply, syllabus, and details of examination.

Step-9- Subject experts' session on content, tricks and study method.

Step-10-Old question paper solving.

Step-11- Mentoring and feedback session.

Practical Learning Approach

Shree Ganesh Shikshan Prasarak Madal's Pu. Ahilyadevi Adhyapak Mahavidyalaya gives opportunities to student teachers to know about different school system their curriculum, various curricular, co curricular, extracurricular activities, assessment system through practice teaching and internship. We strongly believe that maximum connect with school is helpful for academic excellence & skill enhancement program. In second SEM students are getting opportunity of one month Internship & in SEM IV total four months internship is schedule. College has prepared MoU with different schools for providing opportunity of learning new things & practical aspects.

Following schools are considered for the Internship & practice teaching program

1. Pu. Ahilyadevi Holkar Madyamik Vidyalaya, Sangavi
2. Pu. Ahilyadevi Holkar Uchch Madyamik Vidyalaya, Sangavi
3. Sant Sadguru Madyamic Vidyalaya, Ahemadpur
4. Swami Vivekanand Madhyamic Ashramshala, Ahemadpur
5. Baliraja Madyamic Vidyalaya, Ahemadpur
6. KA. Anusayabai Gorte Madyamic Va Uchch Madyamic Vidyalaya, Ahemadpur
7. Sanjay Gandhi High School, Malegaon, Ahemadpur
8. Samrat Chandragupta Maurya International School, Rudha
9. Sant Dnyeshawar Madhymik Vidyalaya, Ahemadpur
10. Samrat Chandragupta Maurya International School, Ahemadpur
11. Matoshri Sugrama Vidlaya, Ahemadpur
12. Karmveer Bhaurao Patil Madyamic Vidyalaya Mandan Ahemadpur

Connect with school principals are established by the teacher educator & college principal. Students are provided maximum opportunity to enhance practical skills. Lesson Planning, unit Planning, Year Planning, Blue Print, Model Paper preparation, Answer key preparation, Paper corrections, students feedback are the practical aspect student teacher learns though school internship and practice lessons.

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: C. Any 4 or 5 of the above

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

2.4.2

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: C. Any 4 or 5 of the above

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

2.4.3

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

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

Response: B. Any 3 of the above

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

2.4.4

Students are enabled to evolve the following tools of assessment for learning suited to the kinds of

learning engagement provided to learners, and to analyse as well as interpret responses

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

Response: C. Any 2 of the above

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

2.4.5

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

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

Response: A. All of the above

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

2.4.6

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

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

Response: B. Any 4 of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: C. Any 2 of the above

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

Other Upload Files

1	View Document
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2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Effective practicum completion is the prime task of the education colleges. We at Shree Ganesh Shikshan Prasarak Madal's Pu. Ahilyadevi Adhyapak Mahavidyalaya, focusing on systematic completion of Internship and practice teaching program. College focuses on preparing students to be ready for internship program. Before Internship pre Internship tasks are completed for the skill enhancement of student's teacher. Practice teaching program also well planned for the extension of practical skills. To make students ready for internship program a detailed orientation is planned. Internship Orientation for semester 1 was planned as per academic calendar. Along with the internship orientation, orientation of lesson plans with demo, Objective & Specification Workshop, Orientation of Values, Core Elements & Life skills, Code of conduct, detailed orientation on block teaching, Revision lesson, unit tests, attendance analysis, conducting assembly, how to conduct interviews of different heads at school are orientated in details by all the faculty members. Basically the detailed orientations prepare students to face internship effectively. Expert demos are provided to the students for clear understanding of the subjects. School Principals / coordinators and Vice Principals are invited to orient student's teacher before the internship. Actual expectations of schools from internship program are oriented and discussed with all the students. Before the actual beginning of the internship, respective teacher educator makes a visit with an official letter to orient school principal/ teacher about the internship program. Lessons are received from expert teacher before the beginning of internship. Students are oriented about preparing excellent lesson notes and many sub points were added in lesson plans to make clear understanding of students teacher for effective lesson execution. School teachers are requested for observations of student's lesson to guide them about many innovative approaches of teaching and learning. On the very first day of internship respective teacher educator goes along with students to create a healthy atmosphere. Students are also taken for a visit to the school premises to make them comfortable with the new surroundings. A detailed plan is prepared with the student representative with respect to lesson execution. Due care is taken for effective internship execution. In following schools internship program is conducted by the college.

Following schools are considered for the Internship & practice teaching program

1. Pu. Ahilyadevi Holkar Madyamik Vidyalaya, Sangavi
2. Pu. Ahilyadevi Holkar Uchch Madyamik Vidyalaya, Sangavi
3. Sant Sadguru Madyamic Vidyalaya, Ahemadpur
4. Swami Vivekanand Madhyamic Ashramshala, Ahemadpur
5. Baliraja Madyamic Vidyalaya, Ahemadpur
6. KA. Anusayabai Gorte Madyamic Va Uchch Madyamic Vidyalaya, Ahemadpur
7. Sanjay Gandhi High School, Malegaon, Ahemadpur
8. Samrat Chandragupta Maurya International School, Rudha
9. Sant Dnyeshawar Madhymik Vidyalaya, Ahemadpur
10. Samrat Chandragupta Maurya International School, Ahemadpur
11. Matoshri Sugrama Vidlaya, Ahemadpur
12. Karmveer Bhaurao Patil Madyamic Vidyalaya Mandan Ahemadpur

Connect with school principals are established by the teacher educator & college principal. Students are provided maximum opportunity to enhance practical skills. Lesson Planning, unit Planning, Year Planning, Blue Print, Model Paper preparation, Answer key preparation, Paper corrections, students feedback are the practical aspect student teacher learns though school internship and practice lessons.

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: 4.55

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

Response: 11

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: B. Any 6 or 7 of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Practicum is heart of B.Ed. program. In practicum, internship program plays important role. Due care is taken for effective monitoring mechanism of internship programme. Before the beginning of the internship program, code of conduct is oriented to the students which includes all Do's and Don'ts. Right from warning of I- card to uniform to reaching schools on time, everything is communicated to the students. During internship programme, all students are divided in different schools with a guide teacher. This guide teacher orients students to the school culture, also arranges for an interaction with school authorities who also direct them for effective academic grooming. Guide teacher also guides students from preparation of lesson plan to approval of it to its effective execution. Guide teacher also appoints a leader and a co- leader. Attendance is maintained on daily basis and is shared with authorities. The lessons are observed by teacher educators of the college and school and a detailed feedback orally and in writing is given to the students for their better improvement. Students are also suggested to observe school records, observe senior teacher lessons and to take seal and signature of all concerned authorities at the end of internship.

Connect with school principals are established by the teacher educator & college principal. Students are provided maximum opportunity to enhance practical skills. Lesson Planning, unit Planning, Year Planning, Blue Print, Model Paper preparation, Answer key preparation, Paper corrections, students feedback are the practical aspect student teacher learns through school internship and practice lessons.

School Internship & Practice teaching are the special areas where college is providing maximum focus. Interaction between schools Principal's and college Principal is organized for discussing the efforts required for effective functioning in Internship program and practice teaching event. Expectations of NCTE & Swami Ramanand Teerth Marathwada University, Nanded are conveyed effectively. MoU's prepared with school's for the effective supports in academic and extracurricular activity. We are committed with our vision & mission statements. Need based & practical education to the students teacher is the prime responsibility of the institute.

College adopts effective monitoring mechanisms during Practice teaching is conducted in various local schools.

- Teacher educators (preferably subject experts) from the college are detailed to check and approve the lesson plans beforehand. The student-teachers are allowed to deliver the duly approved lesson plans.
- Teachers of concerned schools also observe the lessons. The school teachers are encouraged to give suggestions for improvement.
- Teacher educators and school teachers note down remarks on the lesson plan book. Thus, on the spot feedback are provided to the student-teachers.
- More feedback comes in the form of discussion with the observers which is done soon after the lesson is finished;
- Detailed feedback is also provided in the college collectively on subsequent days.

Remarks on the notebook, subsequent discussion and observations based on self-reflection are taken into consideration for bringing about improvement. The process of observation and feedback is comprehensive and continuous.

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: A. All of the above

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

2.4.13

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 91.43

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

2.5.2

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

Response: 78.13

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: 2.86

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

Response: 20

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 community 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. This is how teachers must develop or update themselves. This development of teachers can be broadly classified into three areas viz. Personal (Self- Centered); Professional (Student-Centered); and Social.

Personal: Self-Centered Development

Teachers can attain this development in two manners – Formal and Informal. Formal methods include: attending conferences, workshops, webinars, seminars, symposiums 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. Writing articles/books, material production, publication of research papers, etc also help a lot in this form of development. Action research that draws out conclusions at the end of experimentation and investigation can also be helpful in the development.

Under the Informal manner, teachers must develop their portfolios to illustrate their personal works, professional growth and abilities. Attending in-house training sessions are advised, preparing lesson plans and using critical incidents for informal research boost the development.

Professional: 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. Teachers have to have demonstrate that they posses some special characteristics to handle the changing times and trends in education sphere.

Social: Reflective

Man is a social animal and so is a teacher. His needs do not differ from any other living creature. But since he is entrusted with the job of ‘shaping the future of a country’ as stated in Kothari Commission, he has to live a life of austerity and limitations. 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:

Shri Ganesh Shikshan Prasarak Mandal, Pu. Ahilyadevi Adhyapak Mahavidyalaya sticks to academic schedule which is being given by Swami Ramanand Teerth Marathwada University for Conduction of nonstop internal evaluation system. The academic calendar involves the dates of commencement and completion of the syllabus, time tables of internal exams and so forth It set out the dates of term end examination. The time tables have been arranged and executed in like manner. The teachers define teaching plans as indicated in the academic calendar and guidelines of the Vinobha Bhave University. The time table of external examinationis fixed by the University and the same is display on notice board for the students. Any changes are conversedto the students well in advance.

- Preparatory Exams are conducted every year before university exams.
- Every teacher conducts regular class tests on the related topic.

Principal & Teachers clear doubts of students with advice about writing correct & appropriate answers. The regular monitoring is done by the college Governing Council. The Principal heads curricular and extracurricular review meetings on regular basis to check the execution and progress of all the activities in the academic calendar. Based on these review meetings some changes in schedules of activities are made if required.

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: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

There is complete transparency in internal assessment. Norms directed by the University have been adopted in the college.

1. At the beginning of the semester, faculty members expose the students to various components in the evaluation process during the semester.
2. Internal assessment test programs are organized according to the university and students are informed in advance.
3. To ensure proper conduct of formative tests, two observers are allocated in each hall. The course is evaluated by faculty members within 15 days from the exam date.
4. Correct answer scripts are confirmed by HOD at random to ensure standard evaluation process.
5. Correct answer sheets are sent by the students for their verification and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the notice board of the department.

Departmental level:

Students are constantly evaluated by faculty regarding theory lectures, labs, assignments, unit tests. Midterm marks are assigned based on defined strategies and displayed on the notice board. Questions if discussed with any faculty and HOD.

College Level:

The college appoints a senior supervisor for the smooth conduct of college examinations. If the students are facing any problem, they are solved by the principal of the college. The grievances are deliberated during the conduct of theory examinations and deliberated with the Principal and forwarded to the University in the examination section if necessary.

Redressal of grievances at university level:

After forwarding such questions through the college examination section, the questions related to the result, improvement in mark sheet, other certificates issued by the university are handled in the examination section. Students are allowed to apply for reevaluation, recruitment and a challenging assessment by paying the required processing fee to the university if students are not satisfied with the university's assessment through college.

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:

The academic calendar is prepared by the college according to the guidelines of the University and according to the temporary date sheet of the university examinations. In the semester system, practicals are prescribed in terms of planning of departments, time table, attendance review, midterm tests and science subjects. Students with small attendance are notified according to their names and fined. Assignment work is awarded to students and marks are awarded before the commencement of the final examination.

The syllabus is discussed by the staff members of each department and prior notice is given regarding the conduct of the mid-term and final examinations. Co-curricular activities are conducted simultaneously from time to time and information in respect of the same is displayed on the notice board. Similarly, annual celebrations are also held during the end of the academic year.

Each teacher monitors the quality of teaching-learning through daily monitoring of teaching-learning activities. Continuous counseling is also done through departmental meetings and staff meetings.

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:

COURSE LEARNING OUTCOMES (CLOs):

After the completion of the course the student will be able to:

- Childhood & Adolescence
- Understanding of Educational Technology
- Language Across the School Curriculum
- Understanding Discipline and Pedagogy: Language, Social Science, Scinces, Mathematics, Commerce
- ICT Basics
- Learning, Teaching & Assesment
- Knowledge & Curriculum
- Contemporary Education in India
- Techniques, Methods & Approches of Pedagogy
- Understanding Self, Personality & Yoga

- Inclusive Education
- Educational Evaluation Guidance & Counselling
- Value Education
- Health & Physical Education

Student teacher completed successfully course the final course outcomes are –

PO1: Promotion of National Values and Goals: Student teacher shall be capable to promote national values and goals mentioned in the constitution of India through teaching and other professional work.

PO2: Integration of Knowledge and Pedagogy: Student teacher shall be competent to integrate knowledge of subjects with pedagogical, technological knowledge and different social-cultural context.

PO3: Curricular Analysis and Enrichment: Student teacher shall be able to analyse the curricula, identifying the gaps and enrich the curricula with plural sources of knowledge, media forms, field activities, study groups, teaching tools and skills for successful transaction of curriculum.

PO4: Understanding of Context and Problem Solving: Student teacher shall understand personal and societal context of the learner, Psycho-Social-Cultural-Economic development processes, historical background and developments in education to cope with complex educational problems at various levels.

PO5: Educational Evaluation, Management, Guidance and Counseling Services: Student teacher shall apply the knowledge of various disciplines allied to education, organizational skills for various educational services, administrative activities, evaluation, guidance & counseling services and co-curricular activities.

PO6: Sensitivity for Emerging Issues: Student teacher will be sensitive towards issues related to population, environment, gender equality, different literacy, Yoga & Health Education etc.

PO7: Learner Centred Educational Practices: Student teacher shall apply knowledge of Educational Psychology, Pedagogy, Philosophical Perspectives and Technology to perform, innovate and evaluate learner centred educational practices.

PO8: Knowledge Creation, Research and Innovation: Student teacher shall involve himself/herself in knowledge updatement, knowledge creation, action research and innovative practices in teaching and activities related to students, parents, community, educational groups and Government Organizations.

PO9: Professional Communication Skills: Student Teacher shall perform Professional Communication Skills Reading and Writing in educational magazines, journals and other forms of publication.

PO10: Collaborative, Culture Responsive and Creative Work Capacities: Student Teacher shall perform Professional Communication Skills Reading and Writing in educational magazines, journals and other forms of publication.

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: 102.39

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
55	50	50	47	12

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 most appropriate assessments to improve guidance in student learning are quizzes, tests, writing assignments, and other assessments that teachers make in their classes on a regular basis. Teachers rely on the results from these assessments because of their direct relationship with classroom teaching goals. Plus, the results are immediate and easy to analyze at the individual student level. To use classroom assessments to improve, however, teachers must change both their approach to assessment and their

interpretation of the results. In particular, they need to see their assessment as an integral part of the instruction process and as important in helping students learn.

Despite the importance of assessment in education today, some teachers receive very formal training in assessment design or analysis. Lacking specific training, teachers rely too heavily on assessments submitted by the publisher of their textbooks or instructional materials. When no appropriate assessment is available, teachers construct themselves in a disgusting fashion, with questions and essays similar to those their teachers used to use. They form assessment as assessment instruments, to be used primarily after instructional activities are completed and to provide students with grades.

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: 60

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

Response: 30

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:

Know how to prepare them for the assessment. Perform to the best of their ability have a greater confidence in the assessment method and the teacher's/assessor's judgment. Improve their motivation. Follow the assessment process:

- understand exactly what is expected from them
- have a clearer understanding of the assessment criteria
- understand what they have to do
- know how to prepare themselves for the assessment
- perform to the best of their ability (when they are fully informed about the assessment)
- have a greater confidence in the assessment method and the teacher's/assessor's judgment
- improve their motivation
- take ownership of their assessment
- Prepare for the assessment (ensuring they have all relevant equipment available)

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: 3.82

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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](#)

3.1.2

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

Response: 0

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

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

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: E. None of the above

File Description	Document
Data as per Data Template	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: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
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: 0.16

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
1	0	0	0	0

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: 0

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
0	0	0	0	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	View Document
Data as per Data Template	View Document
Any additional information	View Document
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: 2.8

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
04	04	03	03	00

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: 36.64

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
50	35	35	25	25

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: 39.44

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
40	38	45	35	25

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:

Our College is the Teacher Education College and which has its mission to serve community. The 3 Pillars of Higher Education are considered to be

1. Academics
2. Research
3. Extension.

Extension Activity which functions for not only bridging the gap among learner and society but also to help needy people and develop a sense of social and civic responsibility. Extension activities of The college organizes a number of extension activities to promote institute-neighborhood community to sensitize the students towards community needs. The students of our college actively participate in social service activities leading to their overall development.

The student volunteers visit neighboring localities and conduct various activities regularly. Extension activities in the neighborhood community in terms of impact and sensitizing students to social issues and holistic development during the last seven years. College organizes and participates in various extension activities with a dual objective of not only sensitizing the students about various social issues but also contribute to the community and strengthen community participation. The college has been organized the following activities for the students as a outreach activities in the community an Institute provide a link between the Institute and the community. We are performing the extension activities at-

Aadharshram Orphanage

Old Age Home

Tribal Girls' Hostel

Through using different techniques such as recreational activities, interactive and participatory programmes, group discussion, street play, skit, we are trying to create awareness among society about their rights, access to information, opportunities, women education, environment awareness, etc. Our extension program is based upon the basic objective of strengthening human values to help individuals

and families. Visit to Mati Mand Mulanchi Shala to make students aware of educational needs of Special Children.

Distribution of Clothes at Aadharashram Every year, our students and Staff Distribute Diwali Faral to Tribal Children through Ramkrishna Mission.

Distribution of grains and masks in the COVID Pandemic Situation by Students. Students teachers have guided for participating in various activity which will help to the society. few important activities have mentioned below

- 1.Swachh Bharat initiatives
- 2.Blood donation camps
- 3.Awareness programs on AIDS prevention
- 4.Leprosy prevention and awareness
- 5.Dengue Awareness program
- 6.Environmental pollution

The college provide the support to the students for participation of students. Student ateachers are also oriented about the guidance and conduction of activity in various schools. In Internship activity students teacher need to organized various activity for the developement of students. Intership activity is the best platform to execute various activity of extension. On the Occassion of Birth Anniversary of Hon. Chairman Sir we are donating books to the needy students. Fruits Distribution drive is conducted in hospital or Adharasram. Our College is teacher education college & we are proving focus on organizing various educational activity which can support to the educational growth of deprived students

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: 0

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 1.4

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
07	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: 7

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: 07

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

3.4.3

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

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

Response: B. Any 5 or 6 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The institute has the required infrastructure and learning resources like classrooms, and computer lab, library with reading room, assembly hall and auditorium. Internet facilities to the students and staff is available, The institute has sports facilities namely cricket ground or badminton court. The institute updates the infrastructure and learning resources facilities with the changing requirement of the modern education schools.

Computer Labs: The institution has 1 computer lab with the repository of 15 computers in these labs. These labs are designed to cater to enrich the IT knowledge of the students. These labs are well equipped with internet connectivity.

Classrooms: The institution has 3 classrooms with ICT facility for presentations, animations and graphics for detailed explanation of the lectures.

Projectors: 2 LCD projectors are being used in the classrooms to make students enthusiastic towards learning the subject.

Auditorium: It is well-furnished with a seating capacity of 100. It is equipped with state-of-the art audio and video technology with recording facility.

Landscape Gardens: The College is bestowed with lush green campus and many decorative plants and trees are part of the landscape gardens spread across the college.

Our college is one of the multifaceted institutes. The infrastructure of the institution is well maintained. Class Rooms with LCD and Internet facilities and seating capacity of 50 students. As per the NCTE norms classrooms are spacious, well ventilated and decorated with colours and curtains. Library: The college has a well-equipped library with more than 3000 books & reference books, 05 dictionaries, 2 encyclopedias, 99 CD & DVD's, 5 journals, 4 online journals, 20 E-books, 6 e-resources & 3 e-newspapers and reading room of 50 students capacity.

Science Lab & Curriculum Lab

Science lab is on sharing basis with school and curriculum lab with required facilities. The Science lab is utilized for a practical purpose.

Sports Facility is also provided with students. Psychology lab is also developed with all materials. Students are guided about different tests, materials and equipments.

College has playground and equipment's to play various games and also facility of drinking water is

available. Green Campus is the basic identity of our campus. Many trees are planted and providing good ambience to the institute. It is making very positive impact on Healthy and Beautiful Environment. Many flower trees are also giving different voice to the campus. Students teachers are also cooperating in the cleanliness of the campus and increasing values of the campus beauty. Our Management also well concentrated for giving required facility to the students

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: 66.67

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

Response: 2

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

Response: 3

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: 22.62

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
1.46	1.03	.06	1.49	0

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library working is computerized; Software is being used for issuing books and maintaining records. The keywords used for the effective retrieval of books in the library are author, title and publisher. The library has four distinct sections. These are acquisition, cataloguing, circulation and serial control. The college library has computer and internet facilities. Details on the access to the staff and students and the frequency of use, are as follows:

Access to the staff: Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc., Teaching staff compare the educational developments of other countries with their educational practices of indigenous system.

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

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

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

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Web-link to library facilities	View Document

4.2.2

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

Response:

Shree Ganesh Shikshan Prasarak Madal Pu. Ahilyadevi Adyapak Mahavidyalay is running 2 Years B.Ed. programm in rural area of Nanded District. The college library has computer and internet facilities. Our College Campus is made with WiFi facility. Details on the access to the staff and students and the frequency of use, are as follows:

- Access to the staff: Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc., Teaching staff compare the educational developments of other countries with their educational practices of indigenous system.
- Frequency of use: the library is used almost on each working day.

a. By Teaching staff : on as and when required basis. Teaching Staff is also permitted to seat in the library and read daily news papers, magazine and periodicals. All staff members are compulsory need to visit in library for the required facility and taking reading resources for the study

b. By students : on as and when required basis. Students are permitted for taking 3 books from library and guided for submission on proper time. Students also guided if they required more learning material they need to seat in reading room and take benifits of library resources. Students are also allowed for taking facility of news paper reading and other general knowledge books facility. Self study facility is also provided in reading room. many students are prepairing notes and taking befits of library resources for the same.

Computer and internet services are used by staff and the students for searching materials. Online Journals were provided for reserach and updated study. Institute is taking efforts to guide the students for the maximum benifits of the library resources. Librarian is also guided for incresing number of useres and utilization ratio of the books. Many cultural magazines are playing role for the developement of cultural heritage and conservation of cultural environment.

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: D. Any 1 of the above

File Description	Document
Data as per Data template	View Document

4.2.4

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

Response: 0.26

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
.25	.28	.25	.25	.25

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: 0.6

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: 20

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: 4

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: 15

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: 16

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: 12

4.2.6

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The Institution has a computer lab with a Wi-Fi Internet facility for data entry and analysis document generation, research publications; internet access and information sharing. Teachers make use of ICT facilities for curriculum transaction and research purposes. Students are also allowed to use computer/ ICT lab for their project work and to explore knowledge beyond the curriculum. The college has well equipped ICT & Curriculum lab which serves as a safe place for sufficient LCD projector, smart board, laptop, maps, globes, instructional materials, mike system, TV, audiotapes, video clips, slides, scanner, display board, speakers, printers, stopwatch etc. as part of latest teaching aids for students. While in some classes projector facility is provided. College is a complete in rural area but till we are trying to provide best Wi-Fi zone supporting the techno-savvy environment for the better functioning of the institute. It makes both the teachers and students engage in modern educational technology curriculum and pedagogy. The computer lab is used for conducting Practicum's for the student teachers, reference work and research work. Apart from it, the lab is also made available for online form filling for the B.Ed. CET Exam.College continuously updates its IT facilities. Purchased IT equipment includes desktop computers, digital lectures, projection systems, language cum-career labs, and various software for these. The college IT lab is equipped with 15 computers and a server that runs on Windows 7, 8, 10 and Linux Oses to support a mastery of basic IT skills for students. The college has a dedicated lease line of fast internet connectivity and Wi-Fi facility. ICT facilities are used extensively by both faculty and student. the college management focuse on providing internet facilittes to the students continiously by the wi-fi. near about 3 wi-fi devices installed in to the institute. Maganement is providing focus to make our students literate about Information and Communication Technology. Students are also motivated to take lessons by using ICT resources for the lessons execution. Studnets teacher are also guided for writing Email, making own mail ID etc for the benifits of the effective communication. Our college may be in the rural area but all the students are guided for using mobiles to learn online. Teachers also guided for providing learning facility to the students through mobile and other online learning resources. In the covid pandemic situation all students were guided for learning through zoom, google meet , google classromm. All facility were prodided for the effective learning of the students

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: 5.25

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

4.3.3

Internet bandwidth available in the institution

Response: 75

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

Response: 75

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

4.3.4

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

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

Response: E. None of the above

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

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 4.48

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
.22	.20	.16	.12	.10

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:

Shree Ganesh Shikshan Prasarak Mandal Pu. Ahilyadevi Adyapak Mahavidyalaya is the Teacher Education Institute running 2 Years B.Ed. Program at rural area of Sangavi, Nanded Latur Road. College checked the stocks annually in which the equipment available in various laboratories and in the library are physically checked and verified. Library Committee and the Purchase Committees along with ministerial and support staff conduct this work and identified the damaged items and books and recommended for purchasing & writing again. After proper recommendation by the both Committees, items and books are procured on the demand of the concerned teacher in-charge. All formalities related to the purchase and disposal of old damaged equipment and books as laid down in the Store and Purchase Rules. This relationship is rigorously followed. The college ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose. Regarding the maintenance of indoor games like Volley Ball court/Badminton/Gym/ TT Courts on the college sports in charge consult coaches. In their guidance accommodations are arranged. Computers/Printers and other IT accessories maintenance through AMC is done regularly and no repairable systems are disposed off accordingly. The college has a building maintenance committee to upkeep of infrastructure. Teachers submit their requirements to the Principal regarding classroom furniture and other. The college development fund is utilized for maintenance and minor repair of furniture and other electrical equipments.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Appropriate link(s) on the institutional website	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: B. Any 4 or 5 of the above

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

5.1.2

Available student support facilities in the institution are:

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

9.Canteen
10.Toilets for girls

Response: B. Any 7 of the above

File Description	Document
Upload any additional information	View Document
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: B. Any 5 of the above

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

5.1.4

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

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

Response: B. Any 3 or 4 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 27.88

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
15	10	08	08	05

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: 28.85

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 15

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

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

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

5.2.3

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

Response: 11.52

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
5	7	3	3	01

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:

Students all round development is the basic moto of Shree Ganesh Shikshan Prasarak Mandal Pu. Ahilyadevi Adyapak Mahavidyalaya. Our College is basically situated in rural area and number of girls students are more but till we are taking efforts for the participation of every individual in the different committees. College have established many cells and club and all students team is leading all this club under the guidance of concern teacher incharge. All Academic toppers, Players of International, National, State and locals are provided personal attention on the participation of sports related activity. those students are best in writing, poetry making they all are getting opportunity as per students intrest. The institute every year elects student council members democratically as per the guidelines provided by the Swami Ramanand Teerth University, Nanded. Students of each batch are the members of magazine committee, students development comittee etc. The institute ensures student representation in various committees and bodies like:

- **Magazine Committee:** The committee members are responsible for monthly collection of the material prepared by the students of the institute for annual cultural magazine of the institute. The Magazine secretary heads the committee. Faculty members are also the member of magazine comittee to motivate maximum students to patricipate in various parts of annual cultural magazine
- **Grievance Committee:** An elected member from the students in Grievance committee ensures transparency in decision making. Students are having rights to submitt grivences in the grivence box. It is open twice in the month infront of the principal and students council members.
- **Anti -Ragging Committee:** Students representation in Anti -Ragging Committee ensures transparency in decision making. One representative is appointed as a Nodal Officer as per the guidelines of UGC

- **Canteen Committee:** Members of Canteen Committee manage the canteen of institute by ensuring healthy and hygienic food.
- **Cultural Committee:** The student council of the college has a Cultural Secretary and Joint Cultural Secretary who play an active role in organizing various cultural events like Annual Cultural Day, Guru Purnima, Youth Day, Independence Day, Republic Day etc. they take care cultural events, sponsoring and management.
- **Sports Committee:** The sports committee organizes various sports events during annual cultural days. Many small events are organized with the support and help of the members.
- **Alumni Committee:** The members of committee associate with alumni's for mentoring, grooming, placement, they actively participate in arranging alumni meets. Placed alumini are providing data to the college placement officer and it is very helpful for providing placement opportunity to the students.

We maintain transparency in all activities by involvement of stakeholders like students, parents, teachers, principal of various schools etc. By participating in various committees' students get exposure of social and school atmosphere. It helps to develop leadership skills, team building, decision making, time management, self-discipline among the students and create robust managers for industry. It helps the institute to generate fresh ideas which infuses dynamism in the institute's environment.

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: 4.6

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
05	05	04	04	05

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:

Shree Ganesh Shikshan Prasarak Mandal's Pu. Ahilyadevi Adyapak Mahavidyala has active Alumni Association. Every pass-out Student from Institute is eligible as a member of the Alumni Association. Students are voluntary became a member of association. Alumni have strong director bodies. The directors are elected by the members. The objective of Alumni association is to provide the training, motivation, placement assistance, financial support to the students and alumni. The association is also engage in institute infrastructure development and library resources updating activity.

Most of the Alumni members of the Association are working in different organization at a good position and contributing their best for the individual as well as organizational growth. Some of them started their own classes and become successful entrepreneur. Working members are share their views about current employability skills required to sustains an employee into private sector.

The Alumni Association is significantly contributing for the development of the Institute in manifold ways.

1. **Alumni Association Meetings:** The Alumni Association meetings are organized every year. During these meetings, the Institute's faculty members make the alumni aware about the activities and achievements of the Institute. The alumni share their experiences in the private & government school culture. Provide valuable suggestions for improving quality of education. Interaction of Alumini is helping to the students for understanding of school culture and functuning of the schools.
2. **Alumni Meet:** The Institute along with Alumni Association members organizes 'Alumni meet' every year. Alumni Meet provides a classic opportunity for alumni to share their corporate

experiences with present students and have refreshing interaction with friends and faculty members. Alumni become nostalgic, revisit the golden memories of the all mamater, and enjoy the euphoria of the meet. Alumini achievements are celebrated by the institute and felicitation of succesful alumini are done by the hands of Chairman and Management Trustee

3. **Participation of Alumni in Co-curricular, Extra-curricular and Extension Activities of the Institute:** Alumni contribute in various activities of the Institute like – Experience sharing in Induction & Orientation Programs, Expert Sessions, Workshops, helping in organizing Industrial Visits, Entrepreneurship Development, Judges for various cultural and sports activities, supporting extension activities. All these activities lead to development of holistic personality and enhancing employability and entrepreneurial abilities of the students
4. **Support in Placement Activities:** Alumni contribute significantly in supporting placement for activities. The strong and wide network of alumni support in the form of offering Internships & Final Placements. Alumni provide their own reference and information about job openings to the placement officer and enable students to get their dream job. The contribution of alumni in career development of the students is Valuable.
5. **Feedback from Alumni and Employers:** The Institute collects oral feedback from alumni and employers time to time. The suggestions given by alumni and employers help in improving quality of education

Overall, the contribution of Alumni Association in development of the Institute is commendable. Connect of Alumini with institute playing major role for the growth and developement of the institute.

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: A. Any 6 or more of the above

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

5.4.3

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

Response: 10

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
2	2	2	2	2

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

5.4.4

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

Response:

Shree Ganesh Shikshan Prasarak Mandal's Pu. Ahilyadevi Adyapak Mahavidyala has active Alumni Association. Every pass-out Student from Institute is eligible as a member of the Alumni Association. Students are voluntary became a member of association. Alumni have strong director bodies. The directors are elected by the members. The objective of Alumni association is to provide the training, motivation, placement assistance, financial support to the students and alumni. The association is also engage in institute infrastructure development and library resources updating activity.

Most of the Alumni members of the Association are working in different organization at a good position and contributing their best for the individual as well as organizational growth. Some of them started their own classes and become successful entrepreneur. Working members are share their views about current employability skills required to sustains an employee into private sector.

The Alumni Association is significantly contributing for the development of the Institute in manifold ways.

- 1. Alumni Association Meetings:** The Alumni Association meetings are organized every year. During these meetings, the Institute's faculty members make the alumni aware about the activities and achievements of the Institute. The alumni share their experiences in the private & government school culture. Provide valuable suggestions for improving quality of education. Interaction of Alumini is helping to the students for understanding of school culture and functuning of the schools.
- 2. Alumni Meet:** The Institute along with Alumni Association members organizes 'Alumni meet' every year. Alumni Meet provides a classic opportunity for alumni to share their corporate experiences with present students and have refreshing interaction with friends and faculty members. Alumni become nostalgic, revisit the golden memories of the all mamater, and enjoy the euphoria of the meet. Alumini achivements are celebrated by the institute and felicitation of succesful alumini are done by the hands of Chairman and Management Trustee
- 3. Participation of Alumni in Co-curricular, Extra-curricular and Extension Activities of the Institute:** Alumni contribute in various activities of the Institute like – Experience sharing in Induction & Orientation Programs, Expert Sessions, Workshops, helping in organizing Industrial Visits, Entrepreneurship Development, Judges for various cultural and sports activities, supporting extension activities. All these activities lead to development of holistic personality and enhancing employability and entrepreneurial abilities of the students
- 4. Support in Placement Activities:** Alumni contribute significantly in supporting placement for activities. The strong and wide network of alumni support in the form of offering Internships & Final Placements. Alumni provide their own reference and information about job openings to the placement officer and enable students to get their dream job. The contribution of alumni in career development of the students is Valuable.
- 5. Feedback from Alumni and Employers:** The Institute collects oral feedback from alumni and employers time to time. The suggestions given by alumni and employers help in improving quality of education

Overall, the contribution of Alumni Association in development of the Institute is commendable.

Connect of Alumini with institute playing major role for the growth and developement of the institute.

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:

Institute has vision and mission which are futuristic in nature. They satisfy the needs of society by providing quality education through leading-edge technology.

of the Institute

“We aspire to be an excellent institute of Teacher Education, ensuring environment conducive and innovative teaching, learning and research practices by supporting the efforts, qualities and skills of the students teacher, grooming them into social, responsible, competent and excellent teachers for society”

“We at the Shree Ganesh ShikshanPrasharakMandal, Pu. AhilyadeviAdhyapakMahavidyalayaBelieve on Excellence in education through continuous academic efforts, need based, holistic Education for self-exploration and global learning without losing the ethos of Indian culture.”

The above Vision statement is brought into real through efforts of Management, Faculty and Non Teaching Staff at our college. The Institute has made its mark in the society as one of the best Institutes only because of the sustained efforts of all the elements involved with the Institute. Providing quality education is the benchmark of the academic standards. The students of our college maintain standards of 100% results of every year in academic at university level.

Key Features:

Excellent Institute of Teacher Education-

In Rural area our management would like to provide quality education to the student’s teacher. We are providing maximum opportunity for practical skill enhancement in different schools. We have made MoU with many schools for providing better opportunity and practical exposure to the students and make our teacher training college a learning hub & excellent institute of teacher education

Ensuring environment, conducive and innovative teaching, learning and research practices

We believe on academic standards. Every year our educators are completing 100% syllabus. Conducting revision classes & remedial classes. Students are oriented about new techniques of evaluation. Our

efforts are converted into success through the 100% result. Team teaching, cooperative teaching, flipped classroom are the new & innovative teaching methodology provided to the students for making them best teacher of the society.

Grooming them into social, responsible, competent and excellent teachers

With academic excellence we focus on social grooming of every student. Many events are organized in the college for providing new learning experience & make them socially responsible teachers. We are preparing academic calendar & provide it to the students for effective learning environment

Mission of the Institute

“To become a Centre of Excellence in Teacher Education and to create an ambience in which innovative teaching learning pedagogy, ideas and practical experiences flourish the teacher educators of tomorrow emerge”

Mission statement of the institute provides best learning possibilities to the student’s teacher. Our many faculty members are awarded Ph.D degree. They are providing best research experience to the students. Practical Learning is the most important part of our regular teaching learning process. Institute is not only committed to provide good academic practices but also proving employability skills to the students and taking care to improve percentage of employment every year. CTET training is provided to the students for giving them opportunity to take part in CBSC board schools placement. College has established competitive exam centre for providing them opportunity & guidance to the students. Every year we are receiving positive results in CTET & TET exams. Experience & dedicated faculty are providing best learning environment to the students

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:

Shree Ganesh Shikshan Prasarak Mandal Pu. Ahilyadevi Adyapak Mahavidyalaya is the teacher education institute running two years B.Ed. programmes at rural area of Sangavi, Nanded Latur Road. The B. ED College practices delegating authority and providing autonomy to all faculty and students to work towards decentralized and participative management. Principal first carves strategy in consultation with all faculties. Further faculties are assigned a committee they conduct various program through student sub-committees. Complete autonomy is provided to all faculties to plan and implement assigned task. At present committees which are working at the B. ED College are College Development, Research Committee, Library Committee, Cultural Committee and Sports committee etc. Students are empowered to play an active role as a coordinator in the above mention committees. The B ED College promotes a culture of participative management by involving the staff and students in various activities. College is also taking required help from Alumni Association for the various task. like placement, CTET classes, internship and practice teaching etc.

The Institute follows participative management in organizing and conducting any event, activity or seminar in the institute. Decentralization and Participative Management at college are depicted through the appointment of various coordinators and the formation of various committees for successfully carrying out the event. Work was distributed among all faculty coordinators and student coordinators in the following manner.

- 1) Academic Monitoring Committee: AMC decided to organize intra-collegiate business proposal competition. Director appointed the faculty coordinator for the event. The budget was prepared and sent to the Management for approval. All finalized activity are mentined in the academic Calender.
- 2) Formation of Committees: After seeking approval from the secretary, the event coordinator formed various committees and distributed work among student members in the following manner. Brochure & Certificate Committee Rules and Regulations Committee Seminar Hall Arrangement Committee Anchoring committee & event schedule committee Invitation and guest hospitality committee Registration Committee Prize Distribution Committee. All incharge are motivated to take required help from students representative. Maximum students support in each activity is the key features of the institute.
- 3) Design of Brochure and participation certificate: Brochure Committee coordinated with the vendor for brochure and certificate design. Competition brochure and participation certificates were printed after taking final approval from the Director of the Institute.
- 4) Invitation Committee Student's invitation committee prepared an invitation letter for juries.
- 5) Anchoring committee & event schedule committee: This committee prepared a schedule of the Business proposal competition presentation.
- 6) Registration Committee: This committee prepared registration form along with the list of participants.
- 7) Seminar hall arrangement committee: This committee made all seating arrangements for invited guests and student participants, presentation arrangement, sound system, etc.
- 8) Prize distribution committee: This committee took winners and runner-ups names from the juries of

the competition and wrote certificates.

Contribution of each stakeholder is responsible for giving proper result and success to the event. Students participation in each event increasing importance of the event

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:

Shree Ganesh Shikshan Prasarak Mandal Pu. Ahilyadevi Adyapak Mahavidyalaya is the Teacher Education Institute running 2 Years B.Ed. Program. All major functioning right from the admission to examination are conducted by Government of Maharashtra and SRTM University Nanded. As per the guidelines of the CET Cell, Admission Regulatory Authority, SRTM University Nanded institute is taking care to maintain transparency and visible all the required documents to the students on notice board. All the domains of the functioning of the institution are ensured transparency. Academic activity of the B. Ed. institution is fully committed for the cause of empowering women students. The infrastructures facilities, programme offered, member of students admitted in each programme, admission policies etc., are made transparency through the brochure and institution website. Curricular practices, teachers and their qualifications, various activities and the conduct of events related to continuous internal assessment components are printed in the calendar. Transparency is ensured for verification of valued answer scripts, Xerox copy of the valued answer papers and re-totalling by the parent university. Management and the Principal of the college are taking required efforts for the transparency. The Principal as an Academic head who takes care of the day to day affairs of the institution. Decentralized and participatory administration has been followed. The student admission is the responsibility of the concerned Head of the Department. The section and selection processes of admission of students are transparent. The coordinators of various activities / committees are writing dates in the calendar, so that the students could register their voices, requirements, participation and grievances, if any, to with the concerned committee. Transparency is ensuring in the selection of students for sports and games to represent the institution at various levels. Equity and equal opportunities are maintained in the selection of students for various events such as fine arts, quiz, etc. Students Council is made the views and voices of the students to the authorities. Students represent IQAC, various committees. College website provides the profile of the institution, administration and calendar events of the institution. College Audit report of the each year is made available on college website. The minutes of the meetings of the IQAC are made available through the institution website. Finance the main source of income for institution is the tuition of fee collected from the students. The annual fees to be paid by

the students for each programme are printed in the produce as well as in the college Hand Book. The scholarship details are made reading available to the students. The accounts are audited by internal as well as external auditors and the audit restatements / reports are readily made available. All notice of the internal and external exam is made available on college notice board. University results and other required details are also displayed on college notice board time to time

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:

Shree Ganesh Shikshan Prasarak Mandal Pu. Ahilyadevi Adyapak Mahavidyalaya is the Teacher Education Institute running 2 Years B.Ed. Program. The strategic plan of the institute has been designed and is in area as in line with the strategic intent, mission, and objectives of the College. The board of governance determined to improve ICT facilities of the Institute. This decision was the part of its strategic plan. President of the institute and Secretary of the Institute are making effective discussion with college authority and providing required suggestions on the same.

Up gradation of ICT facilities :- Information and communication technology plays an important role as a communication tool to improve student learning and better teaching techniques. With the advancement of technology in education, the institute decided to adopt smart technology to share or exchange information. In Library data base facility need to be purchased to provide better learning resources to the students like DELNET or any other online database

Thus following facilities were identified, and upgraded by the institute.

- 1) Installation of Smart Classroom and Projector
- 2) Installation of the language lab and soft skills and Personality Development software

As per the decision of governing body meeting, the quotations were invited for installation of smart classroom and language lab facilities. An ultramodern ICT facility encourages and motivates instructors and college students to take part actively in the classroom teaching. Installation of smart classroom has lead to creating positive learning environment for both teachers and students. It is suggested to the College Principal that maximum wenders can participate for the submission of cotation.

This initiative resulted into greater retention of the students in the class also since the inception of ICT in the institute, college students observed studying in greater stimulating and enticing environment.

Technological facility will provide better learning environment to the students teacher for invidual improvements and skill enhancement. In teaching profession effective use of ICT facility is playing important role to improve the quality of teachers.

Strategic plan 2022-2027 outlines the following key areas:

- Strengthen Students Progress- Students all round progress need to be considered for the effective gromming in all area.
- Upgrade infrastructural facilities of the institute- Modern and needbased infrastructual facility need to be develope in the college campus for the providing good academic and learning environment.
- Faculty Development - Faculty members need to participate in Seminars, Conference, FDP, Refresher Course etc.
- Explore cultural diversity
- Strengthen internal support systems
- Enhance alumni engagement

PERSPECTIVE PLAN

Perspective Plan of the institute is given below:

- 1.To enhance the infrastructural facilities of the institute.
- 2.To encourage faculty members for Higher Education and Research.
- 3.To collaborate with national and international universities and institutes for faculty and student development.
- 4.To raise alumni fund and enhance alumni engagement.
- 5.To support the placement activities of the institute.

Team efforts and support of the management will provide required developemental hike to the institute.

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:

Shree Ganesh Shikshan Prasarak Mandal Pu. Ahilyadevi Adyapak Mahavidyalaya is the Teacher Education Institute running 2 Years B.Ed. Program. The Principal as the head of the institution along with the members of the Teachers' Council maintains a congenial and academic environment of the institute. Major policy decisions are taken by the Directorate of Technical Education, which are communicated to the institute through the Officer on Special Duty. In the institute, the Principal is the main authority and he is assisted by the Secretary, Teachers Council, and various sub-committees. The President of the institute is discussing required administrative things with the Principal and college administrative officer. Secretary of the institution is also involved in decision making process

Governing Body-

Governing body of the college is playing important role for functioning the institute. Following are the major tasks discussed with the all governing council members and approved

- To approve a budget, income expenditure and audit report of the institute
- To provide Infrastructural, Human & Financial resources
- To pass the resolutions made by the LMC/CDC
- To approve the mission and strategic vision of the institution

College Development Committee (CDC)

Prepare an overall development plan of the institute regarding academic, administrative and Infrastructural growth, Permit major annual events in the institute. Provide Institutional development plan for the progress of the institute. Take required inputs from the experience members

IQAC

- To develop a quality conscious system
- To organize Conferences / Seminars / FDPs and workshops
- To Motivate all teachers for the attending training and provide them required supports.
- To collect the feedback from all stakeholders and take corrective action.

Principal - Academic, Administrative and Financial Planning, Distribution of work, Recruitment of Staff, Appraisal of all non-teaching and teaching staff, etc.

Faculty members- Distributes portfolios, subject allocation, monitoring of mentorship and academic activities of the institute, appoint class coordinators etc. Teaching, mentoring, Preparation of course files, time tables and attendance sheets, SIP guidance, coordination of academic activities.

ADMINISTRATION

Clerk- Salary, administration, purchases, payment and receipts, banking, performing audit, coordinate and provide information support to CA, All scholarship related matters, Pravesh Niyantaran Samiti (PNS), AISHE Survey, Examination correspondence fees recovery from students, collection and distribution of

university results, correspondence with university, DTE Admissions, SRTMU Nanded Compliance etc.

COMPUTER LAB

Lab Assistant- Maintaining computer lab dead stock, hardware software purchases and maintenance, Language Lab

LIBRARY

Librarian - Perform all library-related functions such as purchase books, library automation, digital library, Membership renewal, Maintain all records and bills Various Bodies and their functions: The institute has formed various bodies and committees as per the guidelines of AICTE and SRTUM.

Appointment- Appointment of faculties is conducted through Local Management Committee and as per rules of Government of Maharashtra and appointment of non-teaching staff is made through interviews. Supporting staffs for cleaning, Watch man is maintained in the institute throughout source.

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: B. Any 5 of the above

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

6.2.4

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

Response:

Institution has a regular in house practice of planning and/or reviewing, revisiting curriculum and adapting it to local context /situation. Shree Ganesh Shikshan Prasarak Madal's Pu. Ahilyadevi Adhyapak Mahavidyalaya, being a Teacher Education Institute affiliated to Swami Ramanand Teerth Marathwada University, Nanded. Our College follows the curriculum prescribed by the Swami Ramanand Teerth Marathwada University, Nanded. On the basis of commencement date of University College is preparing Academic Calendar and making it with complete planning. Various days celebration, Assembly, guest lecturer and extension activity are considered for the all round development of the students teacher. College is conducting free CTET & TET guidance session to the students to increase results & enhanced the results of student's employability. Academic Calendar is approved by management and shared with Educators, Admin, and librarian also to students. Planning and distribution of various committees are revised as per need like University Circular, Admission, Promotion, Examination, Training and Placements. Various activities are planned in Academic Calendar and for each activity proposal; plan of action, agenda is created for smooth functioning of activities. Also after conduction of activities oral feedback & suggestions is taken from students for improvements. College main focus is on the execution of curriculum. Due to Covid -19, Pandemic situation online lectures were planned. Practice teaching and Internship were revised and conducted through online mode.

At the beginning of the year various Bodies / Cell / Committees are formed for smooth functioning of the college committees such as IQAC Internal Quality Assurance Cell, Library, Practice Teaching and Internship, Examination, Event Management and Co-curricular Activities, Training and Placement, Admission Committee, Alumni Committee, Administration and Accounts Committee, Anti Ragging Cell, Vishakha Cell/Internal Complaint Committee, Grievance Cell, R.T.I. Cell, Magazine Committee, DISHA Research Cell, Competitive Exam Cell and English Enhancement Cell. Committee distribution and other topics were discussed in presence of faculty members and the same decisions were conveyed to all the faculty members and their signature were taken on the minute meetings. As per the distribution of committees among the faculty members, faculty members start planning of the work and execute it as per plan. Institute follows PDCA Plan, do, check and act. At the beginning of the year various Bodies /Cell/Committees are formed for smooth functioning of the college committees such as IQAC Internal

Quality Assurance Cell, Library, Practice Teaching and Internship, Examination, Event Management and Co-curricular Activities, Training and Placement, Admission Committee, Alumni Committee, Administration and Accounts Committee, Anti Ragging Cell, Vishakha Cell/Internal Complaint Committee, Grievance Cell, R.T.I. Cell, Magazine Committee, DISHA Research Cell, Competitive Exam Cell and English Enhancement Cell. In IQAC meeting, it was decided that to conduct Online classes in the pandemic situation. These minutes of meetings are discussed with all faculty members and online classes were started from the decided date. It was decided in the meeting that for placements of the Batch 2019-21 interviews will be conducted online by various schools because of the lockdown.

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:

Shree Ganesh Shikshan Prasarak Mandal Pu. Ahilyadevi Adyapak Mahavidyalaya is the Teacher Education Institute running 2 Years B.Ed. Program. For Teacher Education Institute NCTE has provided required guidelines for Staff appointment and development .

Teaching: Teaching and Non-teaching staffs’ of Shree Ganesh Shikshan Prasarak Madal’s Pu. Ahilyadevi Adhyapak Mahavidyalaya are motivated time to time for attending seminars, conferences and workshops, Provident Fund, leave for Examination, Ph. D. Course Work leaves, special leaves such medical emergency, marriage leave, sad demise of family member, Faculty Development Programs, Duty leaves for attending conferences, workshops, seminars, short term courses, refresher courses etc., Birthday Gifts, Diwali Gifts are given every year. Management motivates teaching staff to focus on the short term and long term goals. Learning facility is provided in computer lab. Free internet facility is also provided to the all staff members. Ladies staff members are provided paid maternity leave. College staff picnic is organized on the occasion of teacher’s day.

Non-teaching: Admin Development and Support Staff Development Program, Admin day celebration, 1st May International Workers’ and Maharashtra Din where in workers are facilitated by the institution. Non teaching staff members have provided extra benefits of the leave to complete welfare facility for family and household members.

Students: The Institute avails many facilities to students like Educational Teaching Material support to the needy students. , Book Bank Facility from library, Infirmary, Sponsorship for participating in competitions and other Activities, Student Development Programs etc under the initiative of Competitive Exams CTET training is provided by the expert faculty members. Effective support of Admin for receiving different Scholarships of Central and State Government. Institute motivates students for active participation in programmes. Students are motivated for the making documents and taking benefits of the different scholarship. It has given positive support to the students. Every year our 90 to 95 percent students are taking benefits of different scholarships of the governments

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: 3.13

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
1	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document

6.3.3

Number of professional development /administrative training programmes organized by the

institution for teaching and non-teaching staff during the last five years.

Response: 0

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

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](#)

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: 0

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	0	0	0	0

File Description

Document

Data as per Data Template

[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:

Shree Ganesh Shikshan Prasarak Mandal Pu. Ahilyadevi Adyapak Mahavidyalaya is the Teacher Education Institute running 2 Years B.Ed. Program. For Teacher Education Institute NCTE has provided required guidelines for Staff appointment and development .We are running permanently unaided institute. College Administration and functioning is totally conducted on the fees amount collected from the students. Appraisal System followed very in our college. At Higher Education level Appraisal form is developed. Orientation is given to all the teaching and non-teaching staff regarding the metrics. Each year teaching and non-teaching staff fill the appraisal forms. After submission of the appraisal, teaching and non-teaching staff interacts with the Principal and Management if required otherwise as per policy increment letter is given to teaching and non-teaching staff. And as per the (performance) policy, increment is given to the respective teaching and non-teaching staff. In this academic appraisal matrix there are some important heads such as academic performance (subject result, % of students in distinction and first class), Swot Appraisal (Swot Analysis, Working effectively with others, Self-awareness, Professionalism, Self-Management, Analytical Approach, Social Responsibility and Accountability and Communication Effectively) Teaching Performance (Teaching Effectiveness, Teaching Innovation), Feedback (Student Feedback, Peer Feedback / Gap Analysis), Research Contribution (Research Paper, Publication, Personal and Professional Achievement, Administrative Activity etc. Institute level appraisal is filled at the end of academic year and self evaluation is done on the basis of mentioned parameters score is given. Coordinator and Principal verify all the score given by faculties and Principal remarks and score to each metric is processed. It is forwarded to management for approval. Due to covid pandemic situation institute is not in position to perform appraisal of faculty members.

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Shree Ganesh Shikshan Prasarak Mandal Pu. Ahilyadevi Adyapak Mahavidyalaya is the ISO 9001:2015 Certified Institute. As per the guidelines it is our prime responsibility to conducts Audits in our institute. We have well defined academic calendar for the institute and as per the academic calendar our process are functioning. Our review audit is conducted with the objective of fact findings and not fault findings. Transparency is the heart of audit process. The accounts of the college are maintained and audited regularly by the Chartered Accountant. The institution has computerized its financial management system and all the accounts are managed by the tally software. All the details of income and expenditure are stored with the help of tally software. All the financial statements and pay sheets are prepared using the computer. The C.A. of the institute undertakes internal audit. All heads are checked and verified by the firm. The financial documents and receipts are produced for scrutiny and all that is needful regarding the maintenance of accounts is completed within stipulated period of time. Institute examines the balance sheet. Institute obtained all the information and explanations which were necessary for the purposes of the audit. Institute C. A. checked and gave remarks for the proper books of account have been kept by the Head Office, in case of the balance sheet, of the state of affairs of the college, in case of Profit and loss account, of the profit or loss of its accounting year ending on 31st March. As per the guidelines provided by NAAC institute has also completed Energy Audit of the campus. Green Campus with the multiple

plants is the special identity of the institute. Institute has conducted Green Audit of the campus. Both the Certificates are providing evidence of the energy conservation and efforts taken for green campus. As per the ISO standards files of Academic, Curricular and extracurricular are prepared.

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

6.4.2

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

Response: 0

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
00	00	00	00	00

File Description	Document
Data as per Data Template	View Document
Data as per Data Template	View Document

6.4.3

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

Response:

Shree Ganesh Shikshan Prasarak Mandal Pu. Ahilyadevi Adyapak Mahavidyalaya is the Teacher Education Institute running 2 Years B.Ed. Program. Institute has sharing facility with the foundation.

Institute is mobilizing the funds for the optimal utilization of infrastructure and human recourse of Shree Ganesh Shikshan Prasarak Mandal. Such as sharing of playground, security, housekeeping, water facility, classrooms, computer labs, science practical labs etc infrastructure and except it teachers such as sports, art, drama, and music facility are also available and providing facility to the school students as per the needs. Library facility is also made available to the students of other courses of the institute. Expert teachers of the schools are invited to college for optimal utilization of resources such as computer teachers, drama teacher etc. Playground and activity rooms are utilized on sharing basis by both school and college. School teachers guide the students of the institute who are interested in art, drama and music. As per the plan proposed and sanctioned in the budget of each academic year, resources are utilized. Finance and Accounts are maintained in the Tally Software. The periodic audit is carried out and the reports are prepared. Institute is utilizing the funds for all round development of the school students and college students such as sports facilities. Those expert teachers appointed for school students are also utilized to motivate the college students. Many times school facility is also utilized by the institution for the development of the student's teacher. Internship and practice teaching facility is provided by the schools and junior college. Teachers of the schools are working for the observation of the students. Placement facility is also provided by the schools for the students of our college. All this facility and support from the sister institutes helping for effective academic functioning of the institute. In B.Ed. Course at the time of practical examination of ICT or other practicals school resources are utilized.

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:

Shree Ganesh Shikshan Prasarak Mandal Pu. Ahilyadevi Adyapak Mahavidyalaya is the Teacher Education Institute running 2 Years B.Ed. Program. The institution has active Internal Quality Assurance Cell (IQAC) to frame the policy for the academic and administrative growth of the institution. It plays a major role in designing and maintaining quality assurance within academic systems. Monitoring of all activities is done through IQAC. Under IQAC major events are organized for overall development of Institute. As per need and requirements of the institutes decision are taken for improvement by IQAC in the meetings. All audits like Academic, Green Audit, and Energy Audits are conducted in the institutes for quality enhancement and further improvements. IQAC calendar is prepared and accordingly activity and events planned and activities are conducted accordingly. Effective Teaching & Learning Process and

well planned and executed academic calendar for improving students' performance in academic, curricular & co-curricular activities. Institute has received 100% result with 100% first class in University Examination. Every year under the collaboration of IQAC two major events are conducted like students induction program at the beginning of the first year and CTET workshop to the second year B.Ed. students. College has designed Special Students Development Programme for increasing percentage of employability of the student teachers due to that many students are placed in Various reputed Marathi and English Medium Schools. IQAC organizes many activities for the all round development of the students like employability enhancement cell, SDP, Principal's Talk, Competitive Cell, CTET Crash Course, MPSC Sessions etc. Institute has specially focused on providing practical skills for the student's teacher. We have well connected system with all the School Principals. Periodic meetings are conducted with the Principal and management for the all round development of the institution. MoM of IQAC is prepared and forwarded to every concern of the institute. Principal and IQAC coordinator are continuously working on the completion of all decisions taken in the IQAC meeting.

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:

Shree Ganesh Shikshan Prasarak Mandal Pu. Ahilyadevi Adyapak Mahavidyalaya is the Teacher Education Institute running 2 Years B.Ed Teaching and Learning- Being a Teacher Education Institute, focus is on continual improvement of Teaching Learning and Evaluation. Following the syllabus prescribed by the University, subjects are distributed in a formal meeting and as per the interest and expertise of the faculty. Immediately after that, Micro Plans are prepared, which considers the lectures for Teaching, revision Session, Assessment Session, Remedial Teaching, University Paper Solving, Extra Topic covered and Topic Identified for Guest Lecture. The micro plans, Handouts and PPT are shared with the students, hard copy in the library. Every faculty maintains a course file which includes micro-plan, Syllabus, question bank, hard copy of the notes and attendance sheet of the students. All the lectures are conducted following Flipped Classroom, cooperative strategies and various teaching methods. Periodic class observation, IQAC meeting, CDC meetings, QAG cells meetings IQAC Calendar, Academic Calendar, mentors reports, beginning and end students feedback, mentoring feedback Our institute is ISO 9001:2015 certified every 4 months, the Internal Quality Audit is carried out once a year, Surveillance Audit is carried out by external agencies. Chartered Accountant gives the certificate. Through Management review meet periodic review of the working of the system is taken and

communicated to the management.

At the beginning of the year various Bodies / Cell / Committees are formed for smooth functioning of the college committees. All committees are well connected with the IQAC Internal Quality Assurance Cell. Library, Practice Teaching and Internship, Examination, Event Management and Co-curricular Activities, Training and Placement, Admission Committee, Alumni Committee, Administration and Accounts Committee, Anti Ragging Cell, Vishakha Cell / Internal Complaint Committee, Grievance Cell, R.T.I. Cell, Magazine Committee, Competitive Exam Cell and English Enhancement Cell etc. are working for the development of the college and closely associated with the IQAC. CTET Classes, Placement Drive are conducted effectively in collaboration of IQAC.

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: 4.6

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
05	05	04	05	04

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: A. Any 4 or more of the above

File Description	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:

We at our institute highly committed for all round development of students. Our Management is highly committed for Need Based & Practical Education

Shree Ganesh Shikshan Prasarak Mandal Pu. Ahilyadevi Adyapak Mahavidyalaya is the Teacher Education Institute running 2 Years B.Ed Teaching and Learning- Being a Teacher Education Institute, focus is on continual improvement of Teaching Learning and Evaluation

1. Student Development Program focuses on the enhancement of the skills of the students

apart from regular academic development

1. It aims at increasing levels of understanding of the concepts and practical implementation of knowledge along with their research aptitude. It would help in holistic development of the students making them thinkers.
 2. To bridge the gap between the theory and practical knowledge.
- Inputs are given by the staff members on various topics for completing students need.
 - Need based session training is provided as per the vision of the institute

Evidence of Success:

1. SDP strives to make education and learning an interesting activity for the youth.
2. It helps to build confidence of the students
3. Its ultimate goal is to facilitate overall Personality Development and Personality Enrichment for every student thus making them Happy and Successful in life.

2. Title-.Competitive Exam Cell

PU. Ahilyadevi Adhyapak Mahvidyalya is committed to impart need based and practical education

and we are committed for holistic development of students. **Competitive Exam Cell** is catering the need of students to prepare for competitive examinations. This cell includes the tasks like - analyze the need and interest, motivation, awareness about procedure and steps of examination, methodology of studies, guidance for examination, continuous mentoring and feedback about competitive examination.

Goal-

1. To create awareness among students about various competitive exams and procedure and steps to apply for these examinations.

1. To analyze the need and interest of students about various competitive examination and to Classify students according to area of interest with reference to competitive examinations.

(UPSC, MPSC, SSC, RRB, IBPS, NET/SET, CAT/XAT/CMAT/CET/CTET, KVS etc.)

1. To make student competent with set of abilities and skills require through various guidance sessions for achieving success in competitive examinations.
2. To provide resources and facilities (like library, library, reading room, Exemptions to students) for preparations and studies.
3. This cell is tried to cover all competitive examinations conducted by government of India, State government, Semi government and autonomous bodies.
4. This cell will cover all students admitted at PU. Ahilyadevi Adhyapak Mahavidyalaya.
5. This cell will provide facilities and resources to competitive exam aspirants.

The Practice-

Step-1- Introductory session for competitive exam and cell.

Step-2- Awareness session about various competitive exams.

Step-3- Registration of students.

Step-4- Need and interest analysis of students.

Step-5- Make What's app group.

Step-6 Classification of students according to area of interest with reference to competitive examinations.

Step-7- Motivational and inspirational sessions of achievers of competitive exams.

Step-8- Awareness sessions about competitive examination like process to apply, syllabus, and details of examination.

Step-9- Subject experts' session on content, tricks and study method.

Step-10- Old question paper solving.

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:

Shree Ganesh Shikshan Prasarak Mandal, Pu Ahilyadevi College of Education is established in rural area. College is functioning from 2006 to till date in rural area of Sangavi on Nanded Latur Road. College campus is fully green and well developed with all required facility.

Energy Conservation

Institute has maintained disciplined policy of energy conservation. Teaching & Non-Teaching faculty are well oriented about the policy & expected measures for energy conservation. Following major initiative is taken by the institute for the conservation of energy

- **Take advantage of natural sunlight.** - Students and faculty are oriented about maximum utilization of fresh sunlight's. College timing is morning 10.00 am to 5.00 pm. Sunlight in day time is very fresh and helpful to the students for functioning in the class for regular activity.
- **Switch to LED light bulbs.** ... All teaching and non-teaching faculty members are oriented about making proper use of LED lights. If use of lights not required for any academic functioning make switch off. Required notice and citation are reflected on wall for making students oriented about energy policy and system of the institute.
- **Invest in energy-saving power strips.** ... management of the institute is taking care and suggesting measures for saving electricity for energy conservation
- Change Televisions to LCD Screens or Smart Projectors. ...
- **Invest in Better Cooling Options.** ...Institute has fully maintained green campus & made campus very cool with natural environment. Students are not having need of fan and other electronic devices in the campus except in summer season
- **Encourage Students to Recycle.** ...Students of Education College are well aware about the problems and social condition of the energy conservation. They have guided about the conservation of energy and effective use of energy resources.
- Use Sensors for Lights. ...
- Consider Upgrading the Kitchen

Institute is taking care about the facility and minimum use of existed facility.

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:

Shree Ganesh Shikshan Prasarak Mandal, Pu Ahilyadevi College of Education is established in rural area. College is functioning from 2006 to till date in rural area of Sangavi on Nanded Latur Road. College campus is fully green n well developed with all required facility. Institute has developed plan for waste management in campus and outside campus. The waste is reduced in an organisation by training the students and staff with the help of waste management awareness program and its practices through advertisement on notice boards, displaying slogan boards in the campus. etc.

2. Waste is segregated in the form of dry and wet waste.

3. The waste which is segregated is then dispose in the campus. Everyday waste material is collected and it is disposed in the tank. Disposal facility is made available in the college campus

4. Even the furniture which is broken is also converted into reusable. Local members are invited for the repairing of the broken furniture material and it is used for various purposes

5. We have newspapers kept in library and after collection of all paper year wise it is sold out to scrap vendor.

6. The campus has a small pilot scale composting plant that generates compost culture from the food-waste. Many green plant are provided compost facility to the plants

8. Students teachers are made aware and given a pledge on 'Swatch Bharat Abhiyaan' and also conduct activities on cleanliness. Facility of clean campus is implemented through different activity initiated by students groups.

9. The college also take care of the environment through solid waste management,

10. The College has centralized facility to collect e-waste from Colleges, housekeeping and disposal.

11. E-wastes such as computers, laptops, scanner, printer etc. If generated are collected centrally & collected by scrap vendor and old monitors and CPUs are repaired and reused.

12. On the occasion of 15th August & 26th January students teacher of B.Ed. course and D.Ed. course are making campus clean. Participation of non-teaching members is taken for the required activity

13. Daily campus cleaning activity is initiated by the class fourth employee. Management of the institute is giving periodic visit to the institute and providing guidelines to the authority making campus clean

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: C. Any 2 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting
2. Waste water recycling
3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: B. Any 3 of the above

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

7.1.5

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

Response:

Shree Ganesh Shikshan Prasarak Mandal, Pu Ahilyadevi College of Education is established in rural area. College is functioning from 2006 to till date in rural area of Sangavi on Nanded Latur Road . College has about variety of trees, green lawn on campus that balances the ecosystem of the surrounding area which provides a healthy and peaceful ambience in the college. Green India campaign run by college promotes Tree plantation. Students of B.Ed. and D.Ed. course are motivated by the teaching faculty members for the plantation of trees and taking care of planted trees. Events like tree plantation, Swatch Bharat Abhiyaan are organized regularly under different groups of the students. . Students and Educators donates sapling to the college on their birthday

2. Housekeeping Department works for the cleanliness of campus and policy is designed for cleanliness.

3. College has installed 20 LED tube light in campus for saving energy.

4. On the occasion of World Earth day poster making presentation was arranged on the topic Save Earth. Environment Day is celebrated by taking a pledge towards growing more number of trees and conserving those trees which helps in reducing pollution. File Description Documents and/or photographs in support of the claim View File Institution is committed to encourage students for the green campus. Students of teacher education colleges are motivated for making campus clean. Lessons of schools are schedule on many environmental issues and guide teacher is providing various facility to the students for giving proper reflection on the same. In the campus of the institute variety of green plants are planted.

Near about 600 trees are in good condition in the campus. Different flower plants are planted in the campus. Institute has completed green audit from the expert team and received the inputs for making campus green. Every day class fourth members are taking care about the cleaning of the campus. Cleanliness of the campus is the regular activity. Collected waste material is decomposed in the campus

only. Our Campus is totally pollution free. Green cover, Variety of plant species, daily care of the plants, systematic water supply facility are the key features of the campus. In Each rainy season new variety of plants have been planted and required care is taken for the security of the planted trees.

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: B. Any 4 of the above

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

7.1.7

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

Response: 4.65

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
0.10	0.20	0.15	0.18	0.20

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:

Shree Ganesh Shikshan Prasarak Mandal, Pu Ahilyadevi College of Education is established in rural area. College is functioning from 2006 to till date in rural area of Sangavi on Nanded Latur Road. College has about variety of trees, green lawn on campus that balances the ecosystem of the surrounding area which provides a healthy and peaceful ambience in the college. Green India campaign run by college promotes Tree plantation. Students of B.Ed. and D.Ed. course are motivated by the teaching faculty members for the plantation of trees and taking care of planted trees. Events like tree plantation, Swatch Bharat Abhiyaan are organized regularly under different groups of the students. . Students and Educators donates sapling to the college on their birthday. Our College is always sensitive and emphatic towards social, environmental and community problem. 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. The college creates a synergy between its community work and outreach platforms such as the tree plantation, Extension cell and the Holistic development committee. The volunteers regularly visit in different places of village area. And interact with the villagers and discuss issues related to health, hygiene and education. The college organizes literacy and health and hygiene awareness campaign in this area. The outreach cell organized a program to distribute mask to needy people. Awareness for protecting the environment. Due to pandemic situation many activities conduct online for example yoga with family, making digital posters for awareness of coronvirus-19, Rangoli making, Corona awareness posters by our students etc. Our students also participate in Harit shapat programme organized by government of Maharashtra. The college regularly organizes different activities for inculcating the values of tolerance, harmony towards cultural diversities. The college thereby celebrates Independence Day, Republic Day, Gandhi Jayati,Rashtriya Ekta Divas every year with great honor and respect

Practice teaching and internship program is schedule in the different schools. Students are motivated for organizing different awareness activity to promote mission of cleanliness and water conservation. All teacher educators are guiding to the students for speeding message of health and cleanliness through the different lessons. Geography, History, Science topics are thought to the students on the basis of local geographic environment. Many practical examples were provided for understanding the importance of cleanliness and community engagement

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: C. Any 2 of the above

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

7.2 Best Practices

7.2.1

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

Response:

Two Institutional Best Practices-

I .Title of the Practice - Student Development Programme (SDP)

We at our institute highly committed for all round development of students. Our Management is highly committed for Need Based & Practical Education

Objectives of the Practice:

- To provide need based Workshop to students according to their goal.
- To arrange recent trends seminars that the students can have Practical knowledge and hands on experience.
- To conduct market required skill development program for the students.

The Context:

1.Student Development Program focuses on the enhancement of the skills of the students

apart from regular academic development.

- 1.It aims at increasing levels of understanding of the concepts and practical implementation of knowledge along with their research aptitude..

The Practice:

- Inputs are given by the staff members on various topics for completing students need.
- Need based session training is provided as per the vision of the institute

Evidence of Success:

- 1.SDP strives to make education and learning an interesting activity for the youth.
- 2.It helps to build confidence of the students
- 3.Its ultimate goal is to facilitate overall Personality Development and Personality Enrichment for every student thus making them Happy and Successful in life.

Problems Encountered and Resources Required:

- 1.It's important to match the maturity level of students while developing the personality of students.
- 2.Time table adjustments specially for SDP at college level
- 3.Finding out appropriate need based module.

2. Title-.Competitive Exam Cell

Pu. Ahilyadevi Adhyapak Mahvidyalya is committed to impart need based and practical education

and we are committed for holistic development of students. **Competitive Exam Cell** is catering the need of students to prepare for competitive examinations. This cell includes

2Goal-

- 1.To create awareness among students about various competitive exams and procedure and steps to apply for these examinations.

- 1.To analyze the need and interest of students about various competitive examination and to

Classify students according to area of interest with reference to competitive examinations.

(UPSC, MPSC, SSC, RRB, IBPS, NET/SET, CAT/XAT/CMAT/CET/CTET, KVS etc.)

- 1.To make student competent with set of abilities and skills require through various guidance sessions for achieving success in competitive examinations.
- 2.To provide resources and facilities (like library, library, reading room, Exemptions to students)

for preparations and studies.

3The context-

1. This cell is tried to cover all competitive examinations conducted by government of India, State government, Semi government and autonomous bodies.

2. **Name of the Qualified Students**

Sr.No.	Name of the students	Name of the Exam
1	Nawade Pandurang Shivaji	CTET Dec.2022
2	Kanbale Jayshri Jaganath	CTET Dec.2022
3	Mahala Bhushan Satish	CTET Dec.2022
4	Kendre Mukesh Pandurang	CTET Dec.2022
5	Phulari Gajanan Umesh	CTET Dec.2021
6	Kendre Mukesh Pandurang	Handicraft Exam June 2022
7	Mahala Bhushan Satish	TAIT 2022
8	Jadhav Ganesh Sudhakarao	CTET Dec.2022
9	Nawade Pandurang Shivaji	TAIT 2022
10	Garud Aishwarya Vijayrao	CTET Dec.2022
11	Kundgir Shyama Shivaji	CTET Dec.2019
12	Kundgir Shyama Shivaji	TET -2013
13	Kundgir Shyama Shivaji	TET -2019
14	Walke Mukta Vitthal	MAHATET 2021
15	Walke Mukta Vitthal	CTET Dec.2022
16	Satpute Nikhil Laxman	CTET Dec.2022

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:

Shree Ganesh Shikshan Prasarak Mandal PU. Ahilyadevi Adhyapak Mahavidyalaya is a college of Education offering 2 Years B.Ed. Course. It is affiliated to Swami Ramanand Teerth Marathwada University, Nanded and is recognized by National Council of Teacher Education (N.C.T.E.) and Maharashtra Government. It prepares students for a Degree of Bachelor in Education (B.Ed.). It is a private, permanently Un Aided College

The institute has completed more than 12 years of existence. It believes in imparting quality teacher education and is known to provide the best facilities to the students. It provides value based innovative teacher education. It stands for excellence in education and tries to develop techno savvy, skilled teachers.

The Institution is **ISO9001:2015** certified and has well defined Academic and Teaching Learning Process

Our college is established in rural area but it is trying to provide all best facility with green & natural beauty. Our students are participated in curricular & co curricular event every year & it provides good academic confidence. Institute has maintained good record of placement every year. All the activities prescribed by the Student Welfare Department of University are followed by the Institution. We followed Academic Calendar rigorously Students Induction Program, Green India Drive, Swachha Bharat Abhiyaan etc are practiced at our college. College have maintained green campus with the various facility for teaching & learning

Institutional Distinctiveness-

- Institute provides holistic education to develop skills, knowledge and values through well-structured curriculum and instructions.
- Institute strictly follows academic calendar and covers 100% syllabus by following previous years question papers.
- After completion of syllabus remedial classes & problem solving classes has been conducted
- Parent-Teacher interaction meetings are conducted to enhance the moral of students.
- Online feedback system to improve teaching learning skills.
- Career guidance and higher education counseling for bright future of students
- Power back up given on the campus.
- The student extension activity in Internship program actively organized for developing strong social values.
- Good Internet connectivity with computer facility is provided for online learning
- Various social events carried out for enrichment of students.
- Government scholarship is provided to the students of category & economical backward students.
- Mentoring scheme has developed systematic road map for improving the different aspects of personality developments.
- Competitive exam cell is actively providing training for CTET & TET exam for increasing opportunity in government sector
- Placement Cell are developed for improving the different aspects of personality developments, communication skill, presentation skill, team work, leadership qualities, resume writing, etc and make them ready to face the challenges in profession.
- Internal complaint committee has established to prevent sexual harassment.
- Institute provides students training which develops competencies for the placement.
- Rural connect is established with different activity as per NEP 2020 guidelines
- Institute has provided career development services to students with respect to higher education, opportunities for growth.

Institute are putting best in every academic year & giving grand success to each student by providing individual attention. Our students centered approach of the management helps us for sustain growth of the institute

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 :

Mentorship- Concept and Teachers Role

Students Teacher Mentorship is also main key area of the institute. Following are the major role of the teacher functions by the every teacher

1. All Teachers need to follow the rules & regulations of the institutions very strictly.
2. Treating students, parents and colleagues with courtesy and sensitivity to their rights, duties and aspirations.
3. Protecting students from harm.
4. Being committed to students and their learning.
5. Organizing learning to take account of the diverse social, cultural and special learning needs of their students.
6. Working in partnership with parents and guardian.
7. Acting against any form of harassment or unlawful discrimination.
8. At the time of leave every teacher need to adjust lectures and fill lecture adjustment form.

Teachers demonstrate a high standard in teaching and learning by:

1. Engaging students in their learning.
2. Working to achieve high level outcomes for all students.
3. Maintaining records to manage, monitor, assess and improve student learning.
4. Using research and student achievement data to inform professional practice.
5. Engaging in reflective practice and developing their professional knowledge and teaching skills.
6. Providing constructive feedback to colleagues that are considered and helpful.
7. Assisting in developing and mentoring beginning teachers Working cooperatively and collaboratively with others to achieve institutes and its system goals.
8. Accepting responsibility for their own professional learning and development.
9. Mentoring meeting need to be conduct for each week to monitor attendance and academic performance of the students.

Teachers should also:

1. Accept responsibility for high quality teaching.
2. Act with probity in their daily work activities and decision-making.
3. Exercise efficient and effective resource management.
4. Teachers' relationships with pupils/ students, colleagues, parents, school management and the public are based on trust. Trust embodies fairness, openness and honest.
5. Honesty, reliability and moral action are embodied in integrity. Teachers exercise integrity through their professional commitments, responsibilities and actions.

Teachers' practice is motivated by the best interests of the pupils / students entrusted to their care. Teachers show this through positive influence, professional judgment and empathy in practice

Concluding Remarks :

Shree Ganesh Shikshan Prasarak Madal's Pu. Ahilyadevi Adhyapak Mahavidyalaya gives opportunities to student teachers to excel in many fields. Know about different school system their curriculum, various curricular, co curricular, extracurricular activities, assessment system through practice teaching and internship. We strongly believe that maximum connect with school is helpful for academic excellence & skill enhancement program. In second SEM students are getting opportunity of one month Internship & in SEM IV total four months internship is schedule. College has prepared MoU with different schools for providing opportunity of learning new things & practical aspects.

Upcoming Vision of IQAC & College

- IQAC Coordinator shall design the guidelines for bringing improvement in the academic and administrative section of the institute. Such guidelines shall be prepared in consultation with the director.
- All teaching and non-teaching staff of the institute shall follow the guidelines issued by IQAC Coordinator for performance enhancement of overall institute.
- To organize National Conferences/Seminars and workshops for students.
- To organize Faculty Development Programs for teaching and non-teaching staff of the institute.
- To promote research culture among all teaching staff.
- To design a mechanism for documentation of programs and various activities leading to quality improvement.
- To sign MoUs with industry, institutes and NGOs for mutual beneficial interaction.
- To offer certifications and value added programs for students.
- To get accreditation of the institute.

Future Plan of the College

- Opening of PG Courses like M.Ed., M.A. in Education
- Opening of Research Centre of the Institute
- Opening of Art's, Commerce and Science College
- National and International Connect with the various agencies
- Getting 2(f) and 12(b) recognition from the UGC

Our college may be established in rural area but we are trying to provide best facility for the enhancement of teaching and learning. We are facing several challenges for the effective implementation of the course. NAAC accreditation process has shown us many dimensions which we need to highlight in upcoming days. Our Institute is committed for the establishment of standard in higher education

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>Average Number of Value-added courses offered during the last five years</p> <p>1.2.2.1. Number of Value – added courses offered during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>02</td> <td>02</td> <td>02</td> <td>02</td> <td>02</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>01</td> <td>01</td> <td>01</td> <td>01</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared report by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	02	02	02	02	02	2021-22	2020-21	2019-20	2018-19	2017-18	01	01	01	01	01
2021-22	2020-21	2019-20	2018-19	2017-18																	
02	02	02	02	02																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
01	01	01	01	01																	
1.2.3	<p>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</p> <p>1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>55</td> <td>50</td> <td>50</td> <td>50</td> <td>47</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>16</td> <td>14</td> <td>15</td> <td>10</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared report by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	55	50	50	50	47	2021-22	2020-21	2019-20	2018-19	2017-18	23	16	14	15	10
2021-22	2020-21	2019-20	2018-19	2017-18																	
55	50	50	50	47																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
23	16	14	15	10																	
1.4.1	<p>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</p> <p>Structured feedback is obtained from</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 																				

	<p>4. Alumni 5. Practice teaching schools/TEI</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has made the changes as per shared report.</p>
2.4.3	<p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none"> 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ 4. Classroom teaching learning situations along with teacher and peer feedback <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made the changes as per shared report by HEI.</p>
2.4.4	<p>Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses</p> <ol style="list-style-type: none"> 1. Teacher made written tests essentially based on subject content 2. Observation modes for individual and group activities 3. Performance tests 4. Oral assessment 5. Rating Scales <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made the changes as per shared report by HEI.</p>
2.4.7	<p>A variety of assignments given and assessed for theory courses through</p> <ol style="list-style-type: none"> 1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made the changes as per shared report by HEI.</p>

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of students on roll year-wise during the last five years..

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
55	50	50	50	48

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
105	100	100	99	60

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	25

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25	25	25	25	24

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
55	50	58	45	16

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	50	47	12