



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution	
	SAVITRIBAI PHULE COLLEGE OF EDUCATION AKOT DIST AKOLA
• Name of the Head of the institution	DR. SHOBHANA P. SAOJI
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	09822628292
• Mobile No:	9403055116
• Registered e-mail ID (Principal)	akt_phule@yahoo.co.in
• Alternate Email ID	ssaoji@ymail.com
• Address	Bhagyashri colony, near Saraswati School, Akot, Dist. Akola
• City/Town	Akot
• State/UT	Maharashtra
• Pin Code	444101
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	Semi-Urban				
• Financial Status	Self-financing				
• Name of the Affiliating University	Sant Gadge Baba Amravati University, Amravati				
• Name of the IQAC Co-ordinator/Director	Dr. Suresh T. Kotwani				
• Phone No.	9518777853				
• Alternate phone No.(IQAC)	9822628292				
• Mobile (IQAC)	9518777853				
• IQAC e-mail address	akt_phule@yahoo.co.in				
• Alternate e-mail address (IQAC)	kotwani.suresh@yahoo.com				
3.Website address	https://lgspm.org/				
• Web-link of the AQAR: (Previous Academic Year)	https://lgspm.org/pdf/AQAR%20Report%202020-2021%2014%2008%202023.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://lgspm.org/pdf/Document%203.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	B	2.19	2014	21/02/2014	20/02/2019
6.Date of Establishment of IQAC			16/08/2014		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	0	

8. Whether composition of IQAC as per latest NAAC guidelines	Yes	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9. No. of IQAC meetings held during the year	4	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>1. Organization of CTET / TET/ Competitive Examinations orientation workshop for students of the college. 2. Motivated faculty members to organize field visits for students for enrichment of academic experiences & accordingly field visits were arranged. 3. Motivated the faculty members and students to participate in various social and educational rallies for enrichment of academic experiences & accordingly faculty members and students participated in various social and educational rallies. 4. Organization of campus interview for students through placement cell. The campus interviews were arranged. 5. Various workshops were organised as a part of curriculum: Micro teaching Workshop, reading and reflecting on text, ICT workshop, Action Research Workshop, Internship Workshop, Workshop teaching Aid, Understanding the self, SUPW workshop, Environment workshop, yoga education Workshop, School Engagement etc.</p>		
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).		

Plan of Action	Achievements/Outcomes
To Prepare planning and implementation of curriculum	1) Distribution of workload among the faculty 2) Preparation of Academic Calendar 3) Preparation of Information Broachers, 4) Organization of various workshops for B.Ed.
To encourage students to participate in co-curricular and extra curricular activities.	Various co-curricular and extra-curricular activities were organized online & offline and students take part in those activities.
To Motivate the faculty members to participate in international, national and state level conferences / seminars / workshops online.	Faculty members participated in international, national and state level conferences / seminars / workshops online.
To organize workshop for guidance to pupil-teachers for TET/ Competitive exams, communication skill etc.	Workshop on TET/ competitive exams. was organized.
Publication of Annual College Magazine	College Annual Magazine
To arrange awareness programme for students and stakeholders regarding Covid 19 Pendemic	The college has arranged awareness programm for students and stakeholders regarding Covid-19 pandemic
To arrange Placement cell activity for students and alumni's	The institution has arranged Placement cell activity. As a result, students were selected.
To Organize field visit activities for the students	Various Field Visits were organised
13.Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	

Name of the statutory body	Date of meeting(s)
College Development Committee	08/10/2022

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	17/01/2023

15. Multidisciplinary / interdisciplinary

The subject "Education", it self is a interdisciplinary subject. Our college is the college of teacher training college following the rules of interdisciplinary approach, as it focuses on learning of each subject separately. At present the college is offering almost courses in teacher education, viz. D. El.Ed., B. Ed., M. Ed., so already our college has marched towards Multidisciplinary endaevor. In pedagogy courses science, social science, three languages, mathematics are the major components. The curriculum is totally student skill oriented. College focuses on the development of skills which help to understand the concepts of both method subjects, chosen by student. Through interdisciplinary approach of education deeper levels of conceptual coherence, varied set of reasoning and cognitive strategies develops in students, as learning outcomes.

The institution offer the curriculum of SGBAU in which all programmes and courses offered follow choice based credit system. Various CBCS courses offered are environmental education, value education, and physical education, sociology of education and different projects like social service, case study, action research and internships etc. which help the students in attainment of a holistic and multidisciplinary education.

The B.Ed. and M.Ed. courses are of two year duration and at present the university is not offering a multidisciplinary flexible curriculum that enables multiple entry and exits at the end of 1st year of undergraduate education, but if the university plans for reconstruction of the curriculum in this regard then the institute will definitely offer the same. Thus the institute has already kept the vision of multidisciplinary approach.

16. Academic bank of credits (ABC):

- The college offers the curriculum of SGBAU, Amravati, which has initiated Credit and Grading system in 2015-16 and Coice

Based Credit System is in process. The B. Ed., M. Ed. courses are of two year duration and at present the university is not offering Academic Bank orf Credits to these courses as per the syllabus. If the university plans for reconstruction of the curriculum of B. Ed. and transfer of some credits to M. Ed. or other course through ABC fascility then definitely the college will offer the ABC Facility as per NEP-20

- The college has not registered under the ABC to permit the students to avail the benefit of multiple entries and exist during the chosen programme because the B. Ed., and M. Ed. courses are of two years duration and the curriculum of these courses do not offer multiple entries and exit during the chosen programme. In the future course there will be definitely a plan for the same.

17.Skill development:

- The college offers the curriculum of SGBAU, Amravati in which almost all programmes and courses offer Credit and Grading system. The B. Ed. and M. Ed. courses are of two year duration and in these programmes different skill-oriented courses are introduced there. Apart from these the college has also initiated and conducted communication skills, EPC and other soft skill development courses.
- The college at present do not offer directly vocational courses but the some of courses in B. Ed. such as Art and Craft, Drama in education etc. promote the vocational education.
- The institution arranges daily gathering before the first period. The programme starts with National Anthem followed by the preamble. After this the students perform various activities such as Suvichar Vachan, Din Vishesh, Bodhkatha, Daily News and Daily Prayer. Thus the development of humanistic, ethical, constitutional and Universal human values of truth, peace, love, non-violance, citizenship values, life-skills etc are inculcated among the students through these daily activities. We call it as "Dainik Paripath".
- Various Guest Lectures, demonstrations on activities of Art and Craft, Music, Dance, Drawing teachers and experts from different schools are arranged in the college occassionally, which imbibes the vocational skills among the students.
- Various skill enhancement programmes organized :- * Organization of Micro-teaching Workshop , * Organizaqtion of bridge lesson workshop , Organization of Practice Teaching lessons.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture,

using online course)

- Even though the college is a Marathi medium college but it has given the flexibility to the students to select the medium of University examinations as Marathi, Hindi or English. The students are also given the flexibility to write their projects, tutorials, work shop reports and assignments in Marathi, Hindi or English language. Our teacher use both Marathi and English languages for teaching purpose.
- The EPC such as Art and craft in Education, Expository writing, skill oriented courses, communication skills etc. which provide platforms to the students so as to work in multilingual situation. The college offers the Marathi, Hindi and English pedagogy subjects.
- The college always encourages the students to attend online courses for getting their proficiency level enhanced in different subject areas.
- The teachers working in the institution are from various linguistic backgrounds so they perform the guidance and counselling work in Marathi, Hindi, English language. This helps the students to get their doubts cleared in their mother tongue.

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

- At the commencement of the academic year the college plans the activities to be conducted in the entire year and accordingly the academic calendar is prepared and then department distribution, subjects and unit distribution, various committees distribution is done in which the tentative time tables of the unit tests and semester end examinations are prepared for evaluation of the students
- The college arranges orientation programme for the theory courses and practical work. In the orientation programmes the teachers give detail information of the university and college level evaluation and assessment procedures and the course wise weightages with the expected learning outcomes.
- The college follows the continuous and comprehensive evaluation procedures for assessment of the performance of the students. This helps the faculty members to identify the students strengths and weaknesses in various areas. The teachers give the guidance to the students accordingly for improvement.
- The college implements continuous feedback mechanism after completion of every workshop such as lesson planning, teaching aids, practicum work such as visit to various places, school internships, practice lessons, case studies etc. These feedbacks help the college to review the work and make

improvements if necessary while implementation in the future course.

- The CCE procedures adopted by the college has major focus on monitoring the learning outcomes at different stages of learning and immediate counselling to the students for improvement which can be held as a healthy practice of the college in Outcome Based Education(OBE).
- Our university is willing to place CBCS pattern and Board of education is also willing to do so, possibly it would be in place from next session.

20.Distance education/online education:

- The college is having a study center of B. Ed. course of IGNOU, in the field of distance education. There is demand of DSM and M. A. (Education) in our area, so college is trying to apply for the same courses of YCMOU, Nasik.
- The college always motivates the faculty members to complete various faculty development programmes in on-line mode. The faculty members have completed refresher, orientation and other faculty development courses in online mode.
- The college has various facilities available for online learning. The facilities such as Internet connectivity, LCD projector, Laptops, Computers make the students and teachers to enhance their Teaching Learning and Evaluation processes by making use of technology and online references.

Extended Profile

1.Student

2.1 111

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 210

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 103

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

File Description	Documents
Data Template	View File

2.4 56

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year 55

File Description	Documents
Data Template	View File

2.6 55

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2. Institution

4.1 14.13

Total expenditure, excluding salary, during the year (INR in
Lakhs):

4.2 13

Total number of computers on campus for academic purposes

3. Teacher

5.1 8

Number of full-time teachers during the year:

Extended Profile	
1.Student	
2.1 Number of students on roll during the year	111
File Description	Documents
Data Template	View File
2.2 Number of seats sanctioned during the year	210
File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	103
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	56
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	55
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	55
File Description	Documents
Data Template	View File

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	14.13
4.2 Total number of computers on campus for academic purposes	13
3.Teacher	
5.1 Number of full-time teachers during the year:	8
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	15
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<ul style="list-style-type: none"> • The college has a well-planned delivery of curriculum so that the students are enabled to achieve their learning goals. Learning support is given by teachers to students through lecturing in Marathi medium, also sometime in English whenever necessary. • The curriculum planning committee develop an effective approach to regulate the curriculum and take such decision, like to organise orientation workshop in the starting of every academic year to make students familiar with institution ,curriculum and learning outcome of course. • .Teachers guide the students beyond classroom teaching. Teaching methods include case studies, problem solving, PPTs 	

& unit tests, seminars, assignments. College conducts unit test as per syllabus after completion of syllabus. Students participate in co-curricular activities, day celebrations which help them to test their knowledge, better their skills & improve their horizons. They also experience a competitive spirit and value it. The students get exposure of their subject matter and relate well with the curriculum. Students are required to submit a report of each practicum & assignments on theory papers.

- In the faculty meet, the teachers discuss about the new trends and policies and finalize the changes or revisions expected in the syllabus so as to convey to the university.
- Our one faculty member is working as the member of Board of Studies of the University so he convey the necessary changes, expectations, transformation or revisions required in the curriculum at the time of BOS meetings.

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

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

B. Any 5 of the above

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

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

B. Any 3 of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://lqspm.org/pdf/PO%20PSO.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

11

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

1.2.2 - Number of value-added courses offered during the year

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1.2.2.1 - Number of value-added courses offered during the year

00

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	No File Uploaded

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

00

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

00

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	Three of the above
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	No File Uploaded

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

00

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

00

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

1.3 - Curriculum Enrichment

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

All - round Development of the students is the purpose of curriculum, which can be attempted through prescribing dyanamic & updated curricular inputs. In the begining of new session, Orientation workshop for the students is organized, about the complete curriculum. In this orientation each faculty member introduced about the subjects, different workshops etc to the students. In this workshop overall view of teacher education is also introduced to the students whole picture & orientation about complete Prospectus is introduced to the students in the begining of the session.

The students acquire the procedural knowledge and different skills through two pedagogy subjects and some of the compulsory subjects.

Skills/Competencies are developed through various workshops like lesson planning, Lesson demonstration, Models of Teaching, Content cum methodology, Constructivism, Evaluation, Various EPC, Psychological testing, Social service, Physical education, Yoga etc. Our college provides training and practice in the different teaching skills, techniques, approaches and strategies. Organisation of various cultural activites also help the students to develop the fundamental understanding of the field of teacher education.

The school internship, physical education and critical understanding of ICT help the students to develop and apply the competencies.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

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

The institution familiarizes the students with diversity in School system and comparative perspective with international schooling from the various courses of B.Ed and M.Ed syllabus, The compulsory paper of B. Ed."Contemporary India and Education", History pedagogy etc. make the students aware of development of school system, and functional differences among them.

The institute arranges school visits/ internships to different type of schools which adopt CBSE, State board patterns. The most of the practice teaching schools adopt SSC board pattern so the students are made aware of the state wise variations in the school operations through such visits. For this purpose, Pre internship i.e. school engagement is organised in the beginning. The students are provided a manual for school engagement. Orientation of students was organised, about the various observations that has to be made by them. During Internship, at school students observed different type of teaching learning method, orientation, timetable, academic calender, safety and infrastructure. There they interacted with faculties of the school, teacher-student interaction, interview of teaches, Headmaster, office staff students etc. This whole process made them aware about diversities in school system.

The institution motivates student teachers to observe the

functioning of grant-in-aid as well as Un-aided schools. The institute also arranges guest lectures on various themes so as to make the students aware of the schooling pattern in India and abroad like religious & linguistic minority, Innovative schools, multilingual and multicultural schools, religious diversities and school education etc.

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

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

- During Teacher Education Programm the students are given variety of curricular experiences through B.Ed. and M.Ed. programs. In the theory syllabus for B. Ed programme there are 11 theory courses and 11 pedagogy courses. Through the various Workshops for ex. Sixteen week school Internship, Lesson planning, ICT, Evaluation, Models of Teaching, Constructivism and teaching aids workshop in B.Ed. program the students acquire various experiences .The Practicum work of the B. Ed. Course involves social service, visit to innovative school, educational tour, creativity and personality development, action research project, physical and health education and seminar. Similarly there are Enhancing Professional Capacity (E P C) courses in B. Ed. programme namely Understanding the self, Drama and Art in education, Reading and reflecting on texts and Critical understanding of ICT. Similarly, Curricular and Cocurricular activities, Guest lectures, Academic Competitions, Orientation programmes, Field visits, Case study etc are arranged to enable students to develop understanding of the interconnectedness of the various learning experiences.
- Internship Programme is the important & essential part of Sant Gadage Baba Amaravati University Syllabus of B.Ed. curriculum to enable student-trainee to develop

understanding of the interconnectedness of the various learning engagement and to make them ready for the professional field.

- In M. Ed programm there are different types of workshops viz. Development of communication skill, expository writing, ICT skill, Preparation of research proposal, Academic writing, Research Proposal presentation activity, internship in teacher education institution, Development of research tool etc, .

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

1.4 - Feedback System

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

Four of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

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

Feedback collected, analyzed and action taken

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

TEACHING-LEARNING AND EVALUATION**2.1 - Student Enrollment and Profile****2.1.1 - Enrolment of students during the year**

111

2.1.1.1 - Number of students enrolled during the year

111

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

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

41

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

41

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

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

05

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

05

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

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

Entry-level Assessment process : The college applies entry level assessment process so as to identify the different learning needs of students and their level of preparedness to undergo professional education programme and accordingly the academic

support provided to students.

Entry Level Assessment method (Interview of the students) :.At the stage of entry level faculty member organize interview for studentsto find out the different learning needs. After admission, in the self introduction programme(Interview) students are asked to introduce themselves and tell about their hobbies, likes and dislikes, merits or awards won in various areas, competitions, sports and other achievements etc. This helps the institute to know about the confidence level, capabilities, competencies of the students and their overall readiness to proceed in the opted course.It is the method to find out that in which area students have expertise ,in which field students are most interested, their competencies ,their inherent skills ,their hobbies ,their achievement ,their goals are discussed. they are free to express their views about teaching profession and teaching learning process also.

Also in the self introduction program students are asked to tell about their family background.At the time of this programme, in Principal speech, the students are told about entire programme in brief and expectations of the college from them. Thus the institute ensures about students' overall preparedness for completing the Programme.

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

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

Six/Five of the above

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

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

Three of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	No File Uploaded
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

9:1

2.2.4.1 - Number of mentors in the Institution

6

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

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

Multiple mode approach to teaching learning is always adopted by teachers while arranging various activities.

- Different courses for B.Ed. and M.Ed. have various activities such as seminar, action research, case study, psychological testing, research dissertations, EPC activities in which the students make use of different methods such as group discussions, presentations, use of Ppt, use of various teaching-aids, seminars and project work in participative learning, problem solving methodologies. Students are also given assignments for self study which encourage them for independent learning.
- In the practicum,during the school internship programme as a part of experiential learning the students get acquainted with the actual field experience in schools natural settings. The students learn to work in peer groups. Students are taken for study tours/field visits which ensures the experiential learning.
- Student teachers conduct 10 microteaching lessons and 40 practice teaching lessons these all are ways of the Experiential learning techniques. Similarly,Students are also given assignments for self study which encourage them for independent learning. Various extra-curricular, cocurricular and field based activities are also arranged for the overall development of the students.The College conducted various student-centric activities throughout the year. The learning becomes more experiential, participatory, and socialistic by organizing activities

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

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

5

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	No File Uploaded

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

92

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	NIL
Any other relevant information	No File Uploaded

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

Countinual mentoring system is provided by teacher for developing professional attributes in students by giving chance of mentoring in theory subjects and defferent Practical works given in the syllabus of SGBAU, Amravati.The Mentors are responsible for taking the review of overall development and progress of the students at the end of every week during theory courses and after returning to the college on completing the internship programmes in case of School Internship programme.The mentor teachers discuss with the mentee about their academic, economical and social problems if any and such mentees having problems are given full support by all possible means so as to resolve the issues.

College develop homely culture so that students can learn stress free. College organize Yoga Programms for stress free life..For keeping students abreast with recent development in education,seminars workshops on new trends and new technologies in education are organise under Internship Programme.Some motivational talks by guest faculty orgnise under personality Develpement

The institute executes the Mentoring System more effectively so as to achieve the goals for sustainable development of the students. During School Internship and Workshops the mentors guide the mentees so as to make them stress free from the burden of the practicum. Also the mentees are informed about the recent

developments and the present scenario in education during the mentoring session. Thus the continual mentoring and due support is provided by teachers for developing professional attributes in students.

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

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

To motivate the Creativity of students, teachers use new techniques, while teaching viz. are Group discussion, problem solving method etc. Various workshops for ex. Audio -visual workshops , SUPW workshops , Drama and arts Workshops helps the students to nurture creativity in them.

In the Internship programm student perform various innovative activities at the school allotted to them. These includes Quiz competitions, Handwriting competitions, Rangoli, Mehandi etc. are

performed. This helps in developing the innovativeness in them.

The Critical understanding of ICT, Understanding self, Art and Drama, psychological experiments, action research, seminars, research dissertations, statistical analysis etc. helps the students to improve their intellectual and thinking capacities.

Students are actively involved in the activities such as working in small groups and pairs, role play, games and debates, different competitions like poster presentation and essay's help the students to develop Life-skills. The visit to special school creates empathy among students with disability. The students were motivated to develop the online skills among them for betterment of teaching learning process.

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

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

<p>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</p>	<p>Six/Seven of the above</p>
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File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded

<p>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	<p>All of the above</p>
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File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	All of the above
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File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	All of the above
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

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

Four of the above

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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

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

Internship is a very important part of the B.Ed. curriculum, as it develops various skills of teaching in the students and make familiar with all the different activities of school to the students. It was effectively implemented by the college both online and offline for the academic session 2021-22.

After the preparation of schedule of Internships for all the semesters the Internship head makes the correspondence with the practice schools and conveys the schedule of the internship to the Head Master of the school, if the availability of the school is confirmed then a letter is sent to the respective school with the list of activities to be performed by our students in the internship with the time table of the lessons.

Before that an orientation workshop was conducted at the college level, in which students were given an understanding of all the tasks to be done in school. A faculty mentor was provided for each school who guided and solved the problems (if any) of the trainees. They check for any need and give feedback to lesson plans delivered by the students.

Online internship was being arranged for the students of the third semester. Students should take lessons at home and make a video of it, like this other instructions were also given to the students. The students taught their lessons and observed the lessons of their own teaching method and followed the lessons of the fellow trainees.

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

2.4.9 - Number of students attached to each school for internship during the academic year**2.4.9.1 - Number of final year students during the academic year**

54

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal

impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

The monitoring mechanism during internship programme is effectively adopted by the college.

For this purpose, one faculty member as a incharge of school internship programme is appointed by the principal. The teacher-incharge discuss the internship programme and various activities to be organised by students during internship, with the school headmasters and take the permission for the same and prepare the time-table of internship accordingly. The orientation of the students is done by incharge about the role of students before the school internship. The responsibilities of students during the internship are also explained to them. The teacher incharge organizes the meeting of students with the school Head master and Supervisor of the school for getting acknowledged with school environment, discipline and academic system of the school. The school teachers also play an imortant role by observing the lessons and activties of the students and they also give the feed-back to them.

The principal of the college gives surprise visits to the practice teaching schools and monitors the functioning of the internship. On the last day the internship-incharge discusses with the school students, teachers and Head master about participation and performance of student teachers during the internship.

But due to Pendemic Covid19 some part of the internship was organised in online mode. The students had taken the lessons of internship at their home online. At the end of pendemic, some part was organised at schools.

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

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG

Three of the above

programmes)	
File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded
2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Four of the above
File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded
2.5 - Teacher Profile and Quality	
2.5.1 - Number of fulltime teachers against sanctioned posts during the year	
7	

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

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

7

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

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

26

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

26

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

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

Teachers professional development is a very important aspect. By this teachers can improve their skills and in turn improves the

students learning outcomes. It is necessary that every teacher must take more efforts for their professional development. Our college always encouraged the teachers to participate in conferences, FDP courses, seminars and workshops and motivation is also given for various research work. The teachers after completing any Refresher course, FDP share their experiences and learning outcomes with other faculty members. Our teachers discuss about the new methodologies or trends with the teachers from other academic colleges. During School Internships inputs are also taken from the school teachers about recent happening and developments in school education. Our teachers are members of whatsapp groups of different teacher educators forums and organization where the teachers exchange their ideas, views on recent trends, researches, new policies, strategies, recent developments in the field of education.

Our faculty is also engaged in supervising and guiding the research scholars for Ph.D. and postgraduate students for M.Ed. dissertations. Besides this, the faculty puts in a sincere effort to up skill themselves on the technological front by suitably integrating ICT in the teaching learning process.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

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

The college follows the CIE norms stated by SGBAU, Amravati. The students are made aware of the Continuous Internal Evaluation system at the beginning of the academic year & accordingly calendar is prepared. The college has an internal assessment committee to carry out the effective implementation of Internal Assessment. The committee plans and implement the assessment process to evaluate the students performance as per SGBAU syllabus. . The college conducts unit tests for CIE for the pedagogy subjects and compulsory subjects. Accordingly every student has to take part in unit test , assignments, seminar, tutorials and sessional works. For internal evaluation of practice teaching Group leaders are selected for every school. The lesson plans are approved by the guiding teacher educators. Feedback

receive in earlier lesson is discussed sometimes with subject teachers from schools also. Supervisors observe the practice lessons and give feedback for further improvement in the skills. Continuous internal assessment is based on micro- teaching skills feedback, observation of lessons ,simulated and bridge lessons conducted and practice lesson conducted by student teachers. The internal assessment of the theory courses is done by conducting various unit tests and practicum assignments as per suggested in university syllabus students are promoted to expose in different activities. In this way the teacher educators continuously assess the students' performance after every activity and maintain the records of it. The Principal gives the feedbacks to the concerned faculty members for remedialclasses if required and the students are also informed.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

<p>2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually</p>	<p>Five of the above</p>
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File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	No File Uploaded

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

After taking the internal unit test, tutorial, assignments other activities etc, they are evaluated by teachers. After assessment they are given to the students for the self-assessment, In case any grievances are raised by them, the students are free to interact with the teacher and get it resolved. After resolution (if any), marks are finalised and they are sent to the university.

Students, who are not comfortable approaching faculty or the principal with regard to evaluation issues, can use the suggestion box to drop in their remarks about dissatisfaction. The objective is to ensure that the views of each grievance and respondent are respected and that any student having a grievance is never neglected. Written grievances received are discussed in the faculty meeting and resolved on a case-by-case basis.

About Grievances related to university examinations:- In case of grievance redressal about the university marks the students are given full freedom for the same-

- 1) The students can apply for verification of marks (re-checking of answer papers)
- 2) They have right to apply for verification with photocopy of answer books

The prescribed application form for photocopy of answer books and verification of marks is made available to the students.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

At the commencement of the year, the various departments and committees are formed and the work distribution, unit distribution is done. There are various practical, sessional work, workshops, EPC, practice teaching and Internship etc. The activities are planned as per the academic calendar which is prepared at the beginning of the session.

The theory periods time table and unit test, tutorial are also planned accordingly. Assignment and other work is assessed and the students are given guidelines for improvement. The practice teaching and Internship are planned according to the tentative dates made available by the schools.

Various cultural programmes, various days celebrations, field visits, Co-curricular activities, various days celebrations, field visits, cultural programs and participation in rally's etc. are planned in the academic calendar and the things are executed accordingly. Mentors monitor the progress of the students in their groups and necessary counselling is provided. The Internal Evaluation co-ordinator keeps track of the assessment records and marks obtained by the students after completion of various activities immediately. The performance of the students is discussed with the students and if necessary, the required guidance is provided to the students.

After Internal assessment, the assessment lists are submitted by the concerned incharge to the examination department within the stipulated time. Accordingly, for internal assessment control sheets are provided by the University and after making entries in control sheets they were submitted within a time to the university.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

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

The learning outcomes of all academic programs and co-curricular activities are to create skilled teachers efficient to serve the knowledge society. The various types of workshops such as Models of teaching, Teaching Aids etc., School Internship and practicum work for each curricular areas and pedagogy course are designed to reach the programme learning outcomes. According to syllabus and guidelines the detailed teaching plans are prepared. The teaching plans, workshops and other curricular activities are executed as per the time table. The use of ICT and other e - platforms is also made by the teachers so as to make the teaching learning process more effective. The teachers make use of laptop, LCD projector for their presentations and also use Google tools. The evaluation of students is done through unit test, tutorial, oral work etc.

The B.Ed. programme structure offers a comprehensive coverage of themes and rigorous field engagement with child, school and community. It comprises of three broad inter related curricular areas i) Perspective in Education ii) Curriculum and Pedagogic Studies iii) Engagement with the field. All curricular areas include theoretical inputs with the practical work from an interdisciplinary perspective. Engagement with the fields is the curricular component that is meant to holistically link all courses across the programme and it includes all professional development of students. Guest lecturers expand the scope of disciplinary knowledge and understand their applications.

All these activities helps to achieve the PLOs and CLOs of the Programme.

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

2.7.2 - Pass percentage of Students during the year

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

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

Attainment of Programme Learning Outcomes PLOs and Course Learning Outcomes CLOs are evaluated by college.

The college follows the student-centric education system and ensure it through the implementation of Outcome Based Teacher Training programme. The course outcomes, subject outcomes and practicals outcomes are defined on the basis of aim and Objectives given in the syllabus of SGBAU, Amravati for each Subject and practicals. The defined course outcomes are mapped to programme outcomes and programme specific outcomes which are defined in line with professional capacities developed in student teachers. The program offered by institution is aimed to make a skilled and efficient teacher to serve the society and to build the nation. The level of attainment of different courses is assessed by conducting theory internal examinations, unit tests and assignments. Internal assessment work is done timely and the students are made aware of their mistakes or about the expectations from them. They are given due guidance and remedial teaching as per the requirement. The students with higher attainments are encouraged and motivated for higher merit standings. The various activities involved in school internship programme apart from Practice teaching such as case study, study

of CCE, Psychological testing and many more are monitored and the students are given suggestions for improvement immediately. The progress of the students in both cognitive and professional aspects is continuously monitored and necessary support is provided for betterment.

Thus the progressive performance of students is in line with the PLOs & CLOs.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

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

111

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

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

Just after the admission to the college, for the students the self introduction programme of the students was organised. In this programme the students were assessed about their likings, their interested fields and the work areas, competencies etc. Accordingly in the entire programme the students identified for specific purposes are given the opportunities to excel and improve

in the respective field. Maximum exposure is given to the students and are accomplished up to mark and thus capabilities of the students which were identified at the time of the admission and introduction programme are given proper scope & stand.

The learning needs of diverse students are also given proper importance and accordingly the counselling is done by the mentors and respective faculty members. The participation of the students in different workshops, practical work, tutorials, internship programmes & practice teaching as well as the theory periods is noticed and the performance of the students is observed and analyzed in light of the programme learning outcomes and expectations of the college from students which were set at the time of admission. Faculty members give the necessary guidance to the students as per their needs.

The performance of student-teacher is a direct testimony to the fact that the efforts of institutions are successful. University result of the students reflects the performance of the students.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://lgspm.org/pdf/SSS%202021-2022.pdf>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

00

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

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

00

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

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

Three of the above

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

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming,

One of the above

think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

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

3.2 - Research Publications

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

1

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

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

00

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
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	No File Uploaded
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

5

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

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

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

92

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	No File Uploaded
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

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

92

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

92

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

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

Various outreach activities were conducted in the college for sensitized students to social issues and community development.

- Sensitizing students to Social Issues:-The institution has arranged various programmes such as ,National Unity Day, National Constitution Day Social Work Orientation, Yoga Training Programme, National Science Day, International Women's Day programme, Rashtriya Ekta Divas, to inculcate unity and integrity among the students etc. The college has arranged Guest Lectures on the above subjects to aware the students about their roles in social issues. Reading of

preamble was also done by all Students and the faculty members, at the time of Paripath, before the beginning of actual college teaching work, These programmes aware the students about their roles in social issues.

- **Contribute to community development:-** The college has arranged Yoga Training Program, as an incorporation of meditation and breathing which can help to improve a person's mental wellbeing. On the occasion of National Science day the institution has arranged an orientation program on 'Awareness and precautionary measures during second wave of pandemic' for all Students. On occasion of International Women's day, the institution has arranged guest lecture on 'Gender Equality'.

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

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

00

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

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

4

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

4

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

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

11

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded

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

One/Two of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The Institution has adequate infrastructure and physical facilities for teaching- learning, which includes classrooms, subject-rooms, laboratories, multi-purpose hall etc. The college has a Ground-floor + two-story building having 3596.47 Sq. Mt. construction. The college is having modern amenities and the latest equipment to facilitate effective teaching and learning.

Classrooms:-Seven well-ventilated ICT- enabled classrooms are available for teaching - learning of theory part.

Laboratories: Six laboratories- Computer lab, Science lab, psychology lab IT lab, Art and craft work experience lab, curriculum lab for science, mathematics, social-science with all the necessary infrastructure and teaching learning aids are available for students to get various skills.

Computing facilities:- One computer lab with internet connectivity is available. Campus is having wifi facility for students also.

Seminar / Multipurpose Hall:- There is one seminar hall with seating capacity 200.College has one multipurpose hall of 200 sq. mt. for organizing various common programmes.

Liabrary:-The college has a well established library with all ICT facilities. The reading room has the capacity of 40 students.

Faculty cubicles:-Cubicles are made available to the faculty members with wifi facility.

Sports facilities: College has large play ground and for the students and staff.

Wash-rooms:- The college has Separate washrooms for boys, girls and staff. Similarly Parking and a canteen is also available in the college premises.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

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

2

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://lgspm.org/infra.html
Any other relevant information	View File

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

2.85259

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

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

The automation of Liabrary is yet to set. At present all the work of library is done manually. The accession registers are

maintained properly for various purpose. The books issued to students and staff are maintained in Issue-register. Open access to Library is also available for readers.

Students are expected to borrow books in accordance with rules made for the purpose. The Reading room is provided with a large number of reference books, science journals, periodicals, scientific abstracts, general magazines, and news papers in English, Marathi, Hindi . An independent reading room is provided for post-graduate students. A separate library committee ensures smooth functioning. Library Timings of the library are 11.00 am to 6.00 pm on working days.

Very soon we are going to make the Autoation of library by buying a suitable Library-software.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	https://lgspm.org/infra.html
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

College library is the heart of college and it is an important and integral part of the teaching, learning and research programme.College library extends opportunities for self-education to the deserving and enthusiastic students without any distinction. College library stimulates the students to obtain, evaluate and recognize knowledge and to familiarize with the trends of knowledge for further education and learning new disciplines. The library supports the academic needs of students, research scholars, and Faculty of the college by providing information resources such as books, journals, periodicals, CDs, reference books, project reports, and theses.The library has collection of thesis of Research student, publication of Teachers, subscribed and open access journals, collection of books, Educational articles, university old question paper of Examination etc.

In the library computer and wifi facility is available. Students and teachers are allowed to access the internet to search required

free e-journals, e books etc.

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

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

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

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

00

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

4.2.5 - Per day usage of library by teachers and students during the academic year

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

31

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	NIL
Any other relevant information	No File Uploaded

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

None of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

Adequate ICT facilities including Wi-Fi connection is available in the college. The college is having un-interrepted internet acces, Wi-Fi facility, Networked computer, and printing facility, Scanner-printers, LCD projectors etc.The internet connectivity is provided

to staff and students in the classrooms as well as in the library also. There are two L.C.D projectors and 10 computers, 2 laptops in the college for the use of students and staff with Internet facility. There is a separate computer Lab for the students with adequate number of computers and internet facility. The students and faculty members can access information for their teaching learning by using the ICT facilities, available in the college.

The college office is having computers with internet facility & office. The use of e-governance is made for correspondence with JD office, University, ARA, Shikshan Shulka Samiti and State Govt.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

1 :10

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

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

E. < 50 MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	
File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	NIL
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	NIL
Any other relevant information	No File Uploaded
4.4 - Maintenance of Campus and Infrastructure	
4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)	
5.35028	
File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded
4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words	
The college is having all the necessary physical, academic and support facility. The available infrastructure and other learning resources are maintained and used very well for the teaching-	

learning process and development of the student-teachers. Various committees like academic committee, sport committee, academic council etc. ensure optimal allocation and utilization.

Laboratories :- Science lab, psychology lab, IT lab are well-equipped and are used as per needs. The labs are maintained by appointing teachers as in charge, who monitor effective utilization of various labs.

Classrooms :- The available classrooms are used for lectures. The classrooms are well-ventilated and well-equipped with furniture and technology based facilities.

Library :- Library is having essential textbooks, reference books, journals, computer with Internet facility, reprographic facilities etc. Reading room of the library is well equipped with seating capacity of 40 students. Free access to the books for students is available.

Sport Facilities:- Outdoor games like cricket, holleyball, kho-kho, kabbaddi etc. and indoor games like chess, carrom etc. are available for students.

All the available facilities are maintained properly for maximum utilization by the students, as per the policy of the college.

File Description	Documents
Appropriate link(s) on the institutional website	https://lgspm.org/pro.html
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Four of the above

assessment of learning	
File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	No File Uploaded
5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Seven/Eight of the above
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	No File Uploaded

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

Five or more of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
15	54

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

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

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

05

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

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

4

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

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

Our college has formed a student council for the purpose of smooth functioning of the various activities of the college. The council is officially chaired by the Principal of the college and members of committee are as per representations.

The members of the student council has representations in various College committees like Library Committee, Cultural Committee, Sports Committee, Grievance Redressal Committee, Discipline Committee and Anti Ragging Committee etc. In the meetings of these committees the student members put-forth their expectations, requirements, problems in these college meetings. Students are involved as stakeholders in decision making of various academic and administrative works of the college and the affiliated university. The students have active representation in college magazine editorial board also.

Students celebrate the national festival, Teacher's Day, every year on 5th September. They also have active representation as volunteers in different activities such as elocution competitions, subject clubs activities, competitions, etc. The members and representatives of student council plays a proactive role in planning & implementation of various activities in the institution.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	No File Uploaded

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

11

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

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

The college has Alumni Association but it is not registered. It is functioning well under the guidance of the chairperson (the Principal) of the College.

The College always seek support from the Alumni in motivating our students to excel in various areas. The College arranges lectures, demonstrations, counseling sessions, placement activities with the help of the Alumni. Some of the Alumni help the college by donating Books, CD's and other resources. All the Alumni are active and always help the institution in different ways. Their guest lectures are also arranged and they work as speaker for that programme. Feedback from Alumni has facilitated the assessment of academic and administrative potentials of the college.

Our most of the alumni are working in Education field on top ranks such as Teachers, Head Masters, Principal, and in Education Office

. These alumni help the institution for arranging various activities in their collaboration.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

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

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

2

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

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

The Alumni association of Our College is non-registered. All the members of the Association are actively engaged in promoting the various activities of the college with their value added suggestions and guidance for the smooth and efficient organization

of activities which directly contribute for the academic excellence of the students and the college. The annual governing council meeting of the alumni association is held twice every year under the Chairmanship of Principal of the college. The Alumni association organizes various co-curricular and extra-curricular activities such as guest lectures, competitions, cultural programmes etc.

All pass-out students of college are eligible to become a member of Association. Alumni Association is committed to excellence in all activities and is dedicated towards the progress of the college.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Our Vision :- To provide healthy environment for all round development of pupils & impart qualitative & valuable service in the field of teacher education to provide well - trained & responsible teachers to the society.

To complete the vision of the college all stakeholders of the various committees, departments, participate in decision making process & every member are given complete freedom. Institution always promotes the faculty members to express their ideas, thoughts and attitudes for the attaining the vision.

Our Mission:- To impart qualitative and valuable services in the field of teacher education to produce committed professional teacher & to develop responsible citizen for the society.

Our college focuses on to develop the pupil teachers through acquisition of specialized knowledge and skills and emphasizes to develop the sense of the social justices, values of discipline

towards profession amongst the students.

This is achieved by implementing various curricular activities and extracurricular activities. The day to day functioning of the portfolio is handled by the faculty members. The faculty in charge of each department has to submit to the principal a term wise written report of the academic and non-academic activities conducted. The written reports are used to review and reflect on the progress and quality of the various institutional activities in alignment with Vision, Mission of the institution.

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

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

The college trusts in decentralization of tasks and transparency. The administration of the college is also decentralized.

For this, Academic responsibilities are fairly divided among all the staff members. Various Committess are formed for the various academic and co-curricular activities to be conducted in the academic year. The list of committesis displayed at the beginning of the year on the notice-board. This ensures transparency in policy execution. The responsibilities are communicated to the faculty members through regular staff meetings. The principals of the college holds regular meetings with the Teaching and Non Teaching staff. In these meetings various issues are taken up for discussion before arriving at a final decision. A discussion about the assigned work is done in themeeeting. It tells about how much output has been achieved and what more needs to be done for full output. The management and the principal motivate and encourage the committees to excel and proceed in their tasks. An academic calendar is prepared for execution of different activities.

Monitoring of the progress and evaluating the success of all the tasks and projects is done by the principal and the trust members. The suggestions are given by the Principal so as to make necessary improvements.

In this way the decentralization of departments and personal of the college helps in improving the quality of its educational provisions and betterment of the practices

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

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

All the books of accounts are maintained as per the Govt. norms. Every year accounts of the college are being audited as per the rules and regulations, by the Chartered accountant audit regularly. The annual financial statements like receipt-payment, Income-expenditure, cash book, ledger are assessed by the Chartered accountants, on regular basis. The ledger posting and other activities are done on day to day basis. The scholarships, free-ships and other financial aids are deposited directly in the bank accounts of the students. The Salary of the teaching and non-teaching staff is credited directly to the employees bank accounts. The fee structure is given by Shikshan Shulka Samiti, Mumbai and other financial aspects are as per Govt. rules and regulations. The fees collected from students are directly deposited in the bank account. IQAC is established at college level for the planning, implementation and evaluation of different kinds of financial, academic and administrative work.

In this way complete transparency is maintained in financial and administrative and academic functions.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

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

During this academic year corona pandemic situation was aggressive and it affected to the schedule and activities of the college. In this situation college implemented the curriculum strategically in online mode. All the faculty members tried to give their best performance and contribution in the worst situation.

All the students were strategically turned into online education mode. Due to the pandemic situation, it was challenging to the teacher education institutions to carry out the School internship and other practical in online mode. For this the students were made aware about the Google tools, Forms, Docs, Classroom, Meet, Zoom etc. Then all the internship work and practice-teaching, various activities etc were taken online. Even practical part of the curriculum was also completed strategically and successfully in online mode.

The following Strategy was adopted

- Arranging teaching learning process in online mode.
- Use of resources available in nearby surrounding of students residences.
- Case study of any student residing in the same building/area.
- Use of Mobile applications for TLE.
- Online lesson guidance with the help of Video call and Whatsapp.
- Most of the practice lessons were completed in Peer groups in online mode.
- At the end of Pandemic a very few practice teaching lessons and other activities were organised in face to face mode also.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://lgspm.org/pro.html
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Our College is managed by Smt. Laxmibai Gangane Shikshan Prasarak Mandak, Akot.. The President, Secretary and trustees of the management are involved in taking formative decisions of the college. The managing society consults with Principal and the faculty members before taking decisions on any policy matter. The Principal is involved in over looking the implementation of plans of the College. The feedback is taken regularly and monitored. The Heads of various departments ensure that the plans communicated to them by the Principal are implemented systematically.

The different Committees are formed to work for the smooth conduct of all administrative activities according to requirements of academic bodies and government rules. These committees are constituted at the start of the year and allocated assignments based on institutional plans. Planning committee, Internship committee, Examination committee, Library Advisory committee, Grievance Redressal committee, Discipline committee, Anti ragging committee, Staff council, College annual magazine committee, Admission committee etc are formulated. All these bodies contribute in different perspective in the planning, implementation and evaluation of various functions of the college.

The appointments of teaching and non-teaching staff are done as per Govt. rules and strictly on merit basis. The service books of the staff are updated time to time. The college gives full support to every staff member for their betterment.

File Description	Documents
Link to organogram on the institutional website	https://lgspm.org/pdf/PPT%20Organogram.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Three/Four of the above

attendance for students	
File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

Various committees and cells were formed at college level, for smooth conducting of Academic and Administrative works, which will strengthen the students' activities and develop the knowledge of the students. There are various committees like admission committee, evaluation committee, IQAC, Alumni Association, Anti Ranging committee, Curriculum Development Committee, Grievance Redressal committee, PTA, Library committee , etc. There are different cells functioning Guidance & Counseling cell, Placement cell.

During the year due to the corona pandemic situation almost through out the year online education system was planed and implemented as per the timely guidelines of the government. So there were very few opportunities to arrange meetings of various bodies and committees. For example, meetings of the IQAC were organised and some decisions were taken up and accordingly necessary steps were taken up. In the IQAC meeting was resolved to conduct online classes as per the instructions of the government. Accordingly during the academic year 2020 - 2021 online teaching and learning process was successfully planned and implemented.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

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

Various welfare measures are provided to teaching and non-teaching staff in the college for their benefits. The college management has The Akot Shahar Nagari Sahakari Pathsanstha Maryadit, Akot. It is a Co-operative credit society to provide financial assistance to the staff in case of their financial needs by way of giving them various types of loans. The College also provides medical facilities for its staff. The Governments Employees Provident Fund with Pension Scheme (EPF) is also implemented in the college for Teaching and Non-teaching Staff.

If any employee is in need of money, the college also provide it in the form of Advances, which are later deducted from the salaries of the concerened employee.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

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

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

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

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

04

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

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

The Institute has Performance Appraisal System for teaching staff as per the UGC and State Govt. guidelines. The faculty members yearly submit the PBAS pro-forma to the college. There is an internal evaluation committee to evaluate PBAS score of the faculty members. The recommendations are given for further development of the faculty. The performance of the faculty members in Teaching, learning and evaluation related activities, Professional Development, Co-curricular & Research Publication and Academic contribution are assessed and accordingly the suggestions are given by the Principal for more improvements. In this way the performance of the faculty is reviewed all the time.

The management takes decisions about promotion of any non-teaching staff after going through the confidential reports presented by the Principal.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

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

Internal Financial Audit :

The accountant and the Management of the college conducts an internal financial audit on a regular basis. Internal audit is done by checking each bill and vouchers. The cashier maintains the cashbook, receipt, bills and vouchers. It is checked by the internal team of college.

External Financial Audit :

For External Financial Audit, the college has appointed a Chartered Accountant, who checks and Audit the account from all the financial records like cash-book, ledger-book, vouchers, Purchase bills, scholarship records etc. every year regularly. Finally, the auditor's report is obtained after verifying the books, receipts, vouchers and other records maintained by the College. Receipts and Payment accounts contains the correct summary of the amount received and expended by the college throughout the financial year.

No objections were raised by the external auditor regarding the financial accounts of the college of the 2021-2022.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

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File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

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

At the begining of the session, annual budget is prepared as per

requirements. The same is discussed with management of the college for allotment of funds under different heads. Optimum use of the funds is made as per the rules and regulations with subject to audit by the auditor.

The income source of the college is only the tuition fees, collected from the students, as per the Government's Shikshan Shulka Samiti. The collected fund is utilised in salary-paying, Infrastructure management, Administrative expenses and for the benefit of students etc. As college is having very less fund we always try to use it in very effective manner. Always try to avoid unnecessary expenses.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

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

Various quality assurance strategies are initiated by the IQAC of the college. IQAC of the college motivate and encourage all the faculty members for participation in various faculty development programmes & workshops, seminars and conferences related to the teaching-learning process and research, organising various co - curricular activities at college level.

The IQAC provides full support to students in different endeavors. The college also gives students with opportunities to participate in external competitions, debates, seminars and other activities. Students are always motivated to take part in various curricular and co-curricular activities, organised by the staff of the college. College students are also very free to suggest and organise quality initiatives any time for institutionalizing the quality assurance strategies.

Regular IQAC meetings are held under the supervision of Principal and the agenda is kept in-front of the IQAC members and suggestions for curriculum transactions and better implementation

are solicited from all IQAC members. For effective teaching learning processes, all teachers are encouraged to use ICT, audio visual teaching aids, charts and models, etc.

IQAC members and faculty members actively participate in IQAC discussions and give valuable inputs.

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

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

The college takes review of its teaching and learning process, at regular intervals.

In the meetings of the IQAC, the review of teaching learning process is being done. The entire faculty members themselves review the teaching learning process continuously. Feedback from the students is obtained formally and informally, on faculty, teaching, learning process and evaluation so that actual picture is ascertained. After evaluating the feedback from students, the teacher if evaluated with low performance is instructed accordingly. The whole process is being operated through IQAC. All the appeared students in 2021-22 got the First Class with Distinction. This result also reflects the quality of teaching learning process.

Similarly, syllabus of the college is also monitored by the Principal. The Principal (Chairman IQAC) keeps a close eye on the completion of the syllabus and practicum work. Time to time the principal of the college calls faculty meeting for planning. The Principal discusses with the conveners, students and make sure that the syllabus implementation process is going on properly and smoothly.

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

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

13

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

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://lgspm.org/pdf/Minits%202021%20-%202021.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://lgspm.org/pdf/AQAR%20Report%202020-2021%2014%2008%202023.pdf
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

Our college was Accredited for the first time First cycle in Feb. 2014-2019. During this visit the NAAC peer team recommended college to increase the use of ICT in teaching learning process. So the college purchased one more LCD projector and during the Corona Pandemic ICT was the major tool used for teaching and other college activities. Now the faculties are trying to use maximum use of ICT..ICT subject has been made compulsory in our Sant Gadge baba Amravati University since 2015, in the curriculum of B. Ed.

As per the recommendations Research culture should be increased, so all the teachers are instructed to publish research papers, and apply for the authorization for Ph. D Guideship. Now, Two faculties are working as ph. D. supervisor of SGBAU and other two have applied for it. Similarly college has applied to the university for starting Research-Center in education at our college.

: As per NCTE norms the institution has developed separate curriculum laboratories after the first cycle of NAAC. The institution developed the Science & Mathematics, and Social Science curriculum laboratory as a pedagogy laboratory.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institution makes continuous effort for conservation of energy by minimizing the consumption of energy. Energy Conservation has been done by various methods. Planting trees all around the campus so that there is not as much of usage of air conditioners. Green net insulation enables a building to attain and maintain thermal comfort, In summer the college use this green net in some parts of the building, where ever it is necessary.

LED Lamps and CFL bulbs are installed for power conservation which ultimately contribute to the purpose of environmental consciousness and it can save a lot of electricity. CFLs are less expensive to operate and have a longer lifespan than conventional incandescent lights. Modern LED bulbs could provide a powerful lighting source at a small fraction of the cost of electricity.

In future, the college is planning to install a solar power plant soon in order to switch to green energy.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	No File Uploaded

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

The system of Waste Management has been adopted by the college. Dust bins are positioned at strategic locations throughout the campus to collect solid trash. The college is embellished with potted plants for greenery and fresh air.

The campus's entire production of bio-degradable solid waste is physically collected and then it is taken by nagar palika garbage-collection vehicle.

E-waste items including computers, laptops, scanners, and printers are gathered in the store after approval from management it is given to scrap vendor. Old monitors and CPUs are repaired and reused.

Printing is done only when it is absolutely necessary in order to conserve paper. Some times, Used single-sided papers are used again for printing and writing.

The college's Principal periodically conducts monitoring.

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

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

One of the above

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

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3.

Two of the above

Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

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

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

The Institution always takes efforts for cleanliness and maintenance of the building and all the amenities .The cleaning of the surrounding and sweeping of the classrooms, Laboratories and other amenities is done by the menial staff according to the work distribution. Drinking water tanks, water storage tanks are cleaned on scheduled times. Electronic equipments, furniture and fixtures and other infrastructure is always kept clean and functioning.Sanitizer, masks, hand wash are kept where ever needed.At the institutional level, we take precautions to make sure the safety of any workers utilising cleaning supplies.

In the college campus, Mask and hand sanitizer usage is compulsory. Trees, plants, and other vegetation have all been planted and are being maintained. These support maintaining a healthy, attractive, and fresh campus environment. All greenery is maintained by watering the plants daily. Plants are frequently fertigated.

The campus is plastic and pollution free. We give special attention to avoid the use of plastic in the campus and banners for avoiding the use of plastic are flagged in the college.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants	Three of the above
File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded
7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)	
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File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded
7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words	
The Institute always takes efforts for Leverging Local Environment through different tasks. Students are required to complete the projects related to the local environment such as study about various local pollution problems, Study of local biodiversity, study about multicultural and multilingual society, etc.	

Institution plans community programs viz visit to old age home, Special school. Students used to work as volunteers there, and spend time with them and try to understand their problems.

Conferences, guest lectures, community talks, campus and other exchanges serve to build understanding and trust between the campus and community. Institution offers its resources to social organizations for their socially useful projects and activities.

The Institute also takes efforts for leveraging community practices by arranging activities such as Street plays for social awareness, orientation for awareness about COVID-19 during the pandemic period, our library is made available to the society also. School teachers and other readers take the advantage of this facility.

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

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

D. Any 1 of the above

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

7.2 - Best Practices

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

Best Practices 1.

A. Title of the practice - Paritoshik Yojana:- (Award Scheme)

Objectives of the practice - a) To motivate the students b) To develop competitive attitude among students c) To appreciate and inspire students.

The Practice :- A fix amount deposit is kept at university for this purpose. From the interest amount of that deposit University awards this Gold-Medal to the student who receives the highest marks in the B. Ed. Examination of the University in the name of our institutes founder chairman- Bhausahab Gangane as " Late Ramkrishnapant Motiram Alias Bhausahab Gangane Gold Medal "

Impact of the practice :- A competitive attitude is developed among the students to receive this award. The students get motivation and inspiration to become an ideal teacher.

Best Practices 2.

A. Title of the practice -Dainik Paripath (Morning Assembly)

Objectives of the practice -i) It helps to improve students' knowledge. ii) To check the uniform, hygienic conditions presence, and regularity of students. iii) To build up confidence in students to exhibit their creative qualities. iv) To make them disciplined. v) To develop unity. vi) To stimulate extracurricular activities. vii) To motivate expression and overcome self-consciousness. viii) To share information. ix) To develop aesthetic sense.

Impact :- A confidence is developed in the students and their knowledge also expands. They become self-disciplined students. The college is making a small effort to ensure that it will help for college student to become the back bone of the country of India.

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

7.3 - Institutional Distinctiveness

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

The college was established in 1986, by RamKrishna alias Bhausaheb Gangane who recognized the need of teacher training in the locality, for the benefit of people of rural and backward area. Our college is the first NAAC accredited self financed B.Ed. college in the Sant Gadge Baba Amravati University Amravati. The college always inspire the students in the pursuit of knowledge ,values and social responsibility. There is always a high demand for admission to this college comparatively than other colleges in the university area.

The college have highly qualified and dedicated faculty to impart and inculcates the cultural and social values among the stakeholders. All teaching faculty members are having Ph.D. Two members are university recognised Ph. D. supervisor. One faculty member is working as Ph. D. referee for various university in the state and out of state also. The college takes initiatives to empower the faculty members by providing the opportunities to work collectively and extensively with various universities, colleges, on various academic and research aspects. Our one faculty member is the member of BOS. The University results of the students are always high. In the year 2021-22all the 100% students got the

First class with Distinction. Students are also placed in the University Merit List every year.

In the year 2021-22, we have Eight students in the Merit List of B. Ed. Course and one student in the merit list of M. Ed. course.

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