



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution		Government College of Education, Akola
• Name of the Head of the institution	Dr. Vasudha Vinod Deo	
• Designation	In-charge Principal	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	07242958830	
• Mobile No:	8788292860	
• Registered e-mail ID (Principal)	principalakola80@gmail.com	
• Alternate Email ID	vasudhadeo@gmail.com	
• Address	Near Akola Netra Asptal, Ramdaspath, Akola	
• City/Town	Akola	
• State/UT	Maharashtra	
• Pin Code	444005	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Co-education	

• Location	Urban																		
• Financial Status	UGC 2f and 12(B)																		
• Name of the Affiliating University	Sant Gadge Baba Amaravati University, Amaravati																		
• Name of the IQAC Co-ordinator/Director	Dr. Asha Madhukarrao Dharaskar-Bhavsar																		
• Phone No.	9423942607																		
• Alternate phone No.(IQAC)	07242958830																		
• Mobile (IQAC)	9284174995																		
• IQAC e-mail address	igacocoordinatorgceakola06@gmail.com																		
• Alternate e-mail address (IQAC)	ashualhad@gmail.com																		
3.Website address	http://gceakola.org																		
• Web-link of the AQAR: (Previous Academic Year)	http://gceakola.org/docs/2022/aqar%202020-21.pdf																		
4.Whether Academic Calendar prepared during the year?	Yes																		
• if yes, whether it is uploaded in the Institutional website Web link:	http://gceakola.org/docs/2022/Academic%20Calender-%202021-22.pdf																		
5.Accreditation Details																			
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td>Cycle 1</td> <td>B+</td> <td>74.5</td> <td>2005</td> <td>28/02/2005</td> <td>27/02/2012</td> </tr> <tr> <td>Cycle 2</td> <td>B</td> <td>2.35</td> <td>2013</td> <td>05/01/2013</td> <td>28/01/2018</td> </tr> </tbody> </table>	Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	Cycle 1	B+	74.5	2005	28/02/2005	27/02/2012	Cycle 2	B	2.35	2013	05/01/2013	28/01/2018	
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to														
Cycle 1	B+	74.5	2005	28/02/2005	27/02/2012														
Cycle 2	B	2.35	2013	05/01/2013	28/01/2018														
6.Date of Establishment of IQAC	25/06/2005																		
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
Government Collge of Education, Akola	Plan	Government of Maharashtra	10/03/2020	50000
Government Collge of Education, Akola	Plan	District Planning Commision	15/04/2020	21.00
Government Collge of Education, Akola	DBT	Government of Maharashtra	16/04/2020	411212
Government Collge of Education, Akola	DPDC	District Planning Commision	12/01/2022	218800 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	07		
<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 			

<p>11. Significant contributions made by IQAC during the current year (maximum five bullets)</p>
<p>1. The academic year 2021-22 was declared as "Amrit Mahotsav of Swatantra" So all programs, activities, workshops were conducted under the title of "Amrit Mahotsav of Swatantra by IQAC.</p>
<p>2. Various workshops were organised as a part of curriculum: * Microteaching Workshop, reading and reflecting on text, ICT workshop, Action Research Workshop, Internship Workshop, Workshop on teaching Aid, Understanding the self, SUPW workshop, Environment workshop, yoga education Workshop, School Engagement</p>
<p>3. International Day of Yoga (IDY) 2022 referred by UGC (Ministry of Education, Govt of India) , letter dated April 8, 2022: 4 programmes were organised 1) Mental fitness, 2) Physical Yoga 3) Rajyoga 4) International Yoga Day</p>
<p>4. Marathi Language Conservation Pandharwada (Department of Marathi Language Government Circular No.: MBHP-No. 2021/P.No.136/Language-2): 5 programs were held 1. Saint literature 2. poetry 3. laughter bali .com 4. poetry singing 5. Vakrutva- My role as a teacher in Marathi language conservation</p>
<p>5. Use of various ICT sources in Teaching -Learning Process:- whats app, you tube, Power point presentations etc. student trainees prepared video of lessons on various subjects and uploaded on you-tube under Internships</p>
<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).</p>
<p></p>

Plan of Action	Achievements/Outcomes
1. Curricular and co-curricular Activities, Experiments and various Workshops	1. School Engagement workshop 2. Micro-Teaching skills, 3. Practise lesson, 4. Demonstration lesson, 5. Reading and reflecting on text, 6. Internship workshop, 7. School engagement workshop 8. ICT Workshop, 9. Workshop on yoga education, 10. Action research workshop 11• Understanding the self workshop. 12 • Preparation of teaching aids and learning resources based on constructivism, 13• Workshop on parent teacher association, 14. Workshop on art and drama in education, 15• SUPW workshop 16. Social survey on pollution 17. The first Convocation. 18. Soft skill development workshop 19• Life skill Development workshop
2. Update the digital teaching and learning knowledge and skill of the faculty staff and students.	Conducted workshop and provided training in preparation of e content, creation of YouTube channel, telegram, Google classroom, blogs, uploading of content. DISK workshop for students and faculty members.
3. Enrich the research skills Of the Faculty and students.	Members of Faculty and students Participated and presented research paper in seminars, conferences, workshop etc.
4. Institutionalization of Academic Practices and policies.	Prepared Issued a comprehensive manual and Academic Calendar to all the Faculty of the Colleges
5. Submission of AQAR for 2020-21.	AQAR for the year 2020 - 21 submitted to the NAAC on 17 May 2022
6. College will take initiative to establish various committees	Women Reigns Redressal Committee 2. Anti Ragging Committee

<p>for good co-ordination in the academic and evaluation work.</p>	<p>3. Staff Council 4. Student Council 5. Academic calendar committee 6. College Annual Magazine Committee 7. UGC Committee 8. Library Advisory Committee 9. Career counseling and placement committee 10. Attendance and discipline committee 11. Time table committee 12. Admission committee 13. Attendance and discipline committee 14. Hostel committee 15. Staff Welfare Committee 16. Appellant officer Information officer. 17. Fee appropriation Committee 18. College Maintenance Committee 19. Purchase Committee 20. Website updating Committee</p>
<p>7. College will organize various curricular and extra curricular activities</p>	<p>Following activities were organized by the college. The programmes included 1. Birth and death anniversaries, 2 Social work activities, 3 various workshops, 4. Raksha Bandhan 5. Sadbhavna din 6. Gathering 8. Mahatma Gandhi birth anniversary, 9. Dr Babasaheb Ambedkar Mahaparinirwan Din, 10. Dr Sarvapalli Radhakrishnan birth anniversary, 11. Swami Vivekanand and Ma Jijau birth Anniversary and all special day celebration according to Maharashtra Government.</p>
<p>8. .Make significant contributions to society, develop social sensitivity among staff and Students</p>	<p>Conducted several extension activities actively involved in 1 . Bird counting 2. Tree plantation 3. Cleaning campaign</p>
<p>9. Mental Health Awareness Programme .</p>	<p>Yoga Education Workshop</p>
<p>10. Created environmental sensitivity among staff and Students.</p>	<p>activities actively involved in 1. Bird counting 2. Tree plantation 3. Cleaning campaign</p>

11. Books Purchasing.	New Books have been purchased to increase the number of availability of books for the library.
12. Publishes book related all academic achievements and conduction activities through out the year.	Two journals published in year 2021-22 1. Argya 2019-20 2. Argya 2020-21
13. Empower the Principal for strategic in academic	The Roles and Responsibilities of the Principal administrative and financial powers are redefined and Circulated
14. Curriculum Planning	<p>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. Attendance of the students taken in each of the lectures /practical, students whose attendance is less than the minimum required are informed through whatsapp message / letters. Teachers guide the students beyond classroom teaching. Teaching methods include case studies, problem solving, PPTs, multimedia, & unit tests, seminars, assignments. Exam Department 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</p>

	<p>well with the curriculum. Students are required to submit a report of each practicum & assignments on theory papers.</p> <p>There is documentation of attendance, academic plans as per academic calendar, record of lectures taken, notes & study material for circulation, syllabus copies, question bank etc.</p>
15. Curriculum Enrichment	<p>Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas.</p> <p>Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization</p> <p>Capability to extrapolate from what one has learnt and apply acquired competencies</p> <p>Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.</p> <p>For curriculum enrichment our faculty has contributed their knowledge, experience, skills and output is new curriculum framework as per UGC norms</p>
16.. To develop the Feedback System	<p>Mechanism is in place for obtaining structured feedback on the curriculum - semester wise from various stakeholders.</p> <p>Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI</p>
13. Whether the AQAR was placed before	Yes

statutory body?	
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
College Development Committee	27/09/2022
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2021-22	19/01/2023
15. Multidisciplinary / interdisciplinary	
<p>Our college is affiliated to sant Gadgebaba Amaravati University Amaravati .We have to follow syllabus of university . From the second semister it is naccessary to take two school subject for padagogy .It is liberty to student to choice second Method to develop Teaching and Learning Skills .There are various students from various faculties admmdited in our college .They can share their teaching and learnig padagogies ,Methods to each other .There are Nine Subject available as Teaching Methods included Language group ,science group ,mathamatics group Social science group .if scisnce student wanted to take language method ,he /she allow to take .</p>	
16. Academic bank of credits (ABC):	
<p>Our college is affiliated to sant Gadgebaba Amaravati University Amaravati .We have to follow syllabus of university. Yet our University doesnt addopt CBCS in curriculum .</p>	
17. Skill development:	
<p>Our college is affiliated to sant Gadgebaba Amaravati University Amaravati .We have to follow syllabus of university . in our syllabus it is provision for skill development .and fr this purpose college has design various workshops .It is compulsory for students to participate in this workshop .90 % attendance is compulsory as per our syllabus . we organized following workshops successfully .</p> <p>1. Teaching Skill Development</p> <ul style="list-style-type: none"> Reading and reflecting on texts Microteaching 	

- Integration lesson
- Simulation Lesson
- Preparing Teaching aids
- Action Research
- Internship

2. Soft Skill Development

- Drama and Art in Education
- SUPW
- Understanding of Self
- Performing Art

3. Health Skill Development

- Yoga Education
- Environment Project

4. ICT Skill Development

- Critical Understanding of ICT

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

Our college is affiliated to sant Gadgebaba Amaravati University Amaravati .We have to follow syllabus of university. in our syllabus various theory subject is related to Indian Culture that are Reading and Reflecting on Text ,Understanding the self , Environmental education ,indian language (Marathi Hindi) .It includes social issues also like Gendre Equality ,Contemporary Indian Education ,Indian Psychology ,Indian Language accross the curriculum ,Knowlede and curriculum ,Yoga Education ,Art and Drama in Education ,Socially Useful productive Work ,ect.These courses are related to Indian Knowledge Culture .It makes integration to other subject .

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

Our college is affiliated to sant Gadgebaba Amaravati University Amaravati .We have to follow syllabus of university. there is no special focus on Out come based Education .As per syllabus there is focus on Course objectives for every course .As per objective cntent practicum sessional works are planned .It is compulsory to student to complete all theory ,practicum as per Time table .

20.Distance education/online education:

Government College of education Akola, under Yashwantrao Chavan

Maharashtra Open University Nashik, the study center of the B. Ed curriculum is functioning. For this course Hon. Principal acts as the Center- Officer and the Professor acts as the Center-Coordinator.

For this study center 50 students are admitted for this course. These students are admitted to the study center as per the admission list of the YCMOU university. Due to the outbreak of Covid-19, the first year of this course in 2021-22 was conducted in online mode. The students were given complete information through Google meet. In the introduction session information gives about the subject's discussion, self-study, practical work etc. Curriculum includes flexible teaching lessons, self-discovery, educational tool making, yoga education, social service, inter-residential co-curricular activities etc. For this Study Center, the professors of the college as well as the Officers of Alumni Association act as conveners. This course is a vocational course.

Extended Profile

1.Student

2.1	110
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	110
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	74
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	55
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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		48
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):		14492.888
4.2 Total number of computers on campus for academic purposes		20
3. Teacher		
5.1 Number of full-time teachers during the year:		04
File Description	Documents	
Data Template	View File	
Data Template	View File	
5.2 Number of sanctioned posts for the year:		23
Part B		
CURRICULAR ASPECTS		

1.1 - Curriculum Planning

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

The 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. Attendance of the students taken in each of the lectures / practical, students whose attendance is less than the minimum required are informed through whatsapp message / letters. Teachers guide the students beyond classroom teaching. Teaching methods include case studies, problem solving, PPTs, multimedia, & unit tests, seminars, assignments. Exam Department 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.

There is documentation of attendance, academic plans as per academic calendar, record of lectures taken, notes & study material for circulation, syllabus copies, question bank etc.

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

D. Any 2 of the above

**curriculum planning process during the year
Faculty of the institution Head/Principal of the
institution Schools including practice teaching
schools Employers Experts Students Alumni**

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	No File Uploaded
URL to the page on website where the PLOs and CLOs are listed	Nil
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	No File Uploaded
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

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

1

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

1

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

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**242****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****242**

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

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

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	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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.

Holistic Development of the students is the purpose of curriculum,

while this is attempted through prescribing dynamic & updated curricular inputs.

Whole picture about completed Prospectus is introduced to the student in the beginning of the college. The TET is expected to have provision for different activities & workshop. In the beginning of Session, orientation workshop is organised. In this orientation Workshops each faculty introduced about the subject/ Practical's. Also overall view of teacher education is introduced to the students.

To developed different skills & knowledge about school is the important part of the teacher education. For this purpose college organized various workshops, school engagement field work, ICT programme workshops etc. for create the knowledge about different school works. Each faculty delivered lecture on the Theoretical Part. Practical knowledge is also introduced to them.

To developed Teaching skill, Microteaching workshop is organized. Demonstration lesson of each skill is taken by concerning faculty. All skills are well explained & introduced to the students in a simple manner by using charts, models, ppts, slide-show. Students are very clearly aware about teaching skills.

To develop critical thinking, negotiation, communication skills, Understanding of self workshop was conducted for 10 days.

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	No File Uploaded

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

In Pre internship Programme College organized school engagement

practical. For school Engagement college develop research oriented manual on the basis of 4 dimension-

1. Teaching -Learning Process
2. Infrastructure
3. Various programmes taken in schools
4. Students and teacher Interaction

During School Engagement programme, Incharge faculty organized three days workshop at college for introducing about school observation according to manual.

In field programme, Students observed schools as per thinking about four dimensions separately. At school level, students observed different type of Teaching-learning method, orientation, timetable, academic calendar, safety and infrastructure , faculties of the school, teacher-student interaction, interview of teaches, Headmaster, office staff students and also of parents. This whole process made them aware about diversities in school system.

During Internship students were present full time in the school to learnt and know about different school record, strategies of the school, school administration, formative & summative evaluation. Students also take lessons using various new teaching- learning methods, techniques. Students organised different co-curricular & curricular activities, different festivals successfully & friendly. Through all their activities during internship student has been known & aware about diversities

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

90 days full time 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.

Efforts made by the college are as follows:

- For Internship Programme, Research Oriented handbook has been prepared to guide & help to the students.
- College organize the workshop for understood the school work, soft skills of the teachers, various types of Evaluation, Learning Outcomes etc.
- School-teacher Mentor, Student-mentor, College faculty-Mentor are selected for the students groups of internship in different School to guide & help them for fulfilling & Successfully completed the Internship.
- Teaching - learning process, curricular & co-curricular activities, prayer value based routine i.e. paripath, different competition, have been organised by the students during internship
- Unit Test has also taken time to time to evaluate the student of the school. Evaluation & result were also prepared by the trainees to evaluate the student of the school.
- Students-trainee was purposefully aware about teaching profession during internship. They have learnt & use all skills about teaching profession. They have also understood about teacher-students interaction, school environment, need of the students in different age, discipline & examination system.
- Formative & Summative evaluation has been used by trainee student in completely internship.

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

1.4 - Feedback System

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

Three of the above

Teachers Employers Alumni Practice Teaching Schools/TEI	
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, action taken and available on website
File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of students during the year	
55	
2.1.1.1 - Number of students enrolled during the year	
110	
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

61

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

74

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

13

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

13

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

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs

of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

To use for honoring student diversity, college use following technique 1)INTERVIEW OF STUDENTS :-INTERVIEW TECHNIQUE USE FORIDENTIFY TEACHING SKILL LEVEL, KNOLEDGE LEVEL OF STUDENTS

- At the stage of entry level, college has developed schedule for interview. Faculty member organise interview for students to find out the different learning needs.
- At the time of interview students has to decide their teaching pedagogy ,optional papers and the method.
- It is the way to find out that, in which area student are expertise, in which field students are most interested, their competencies, their inherent skills, their hobbies, their achievement their goals and other relevant information which they want to share .

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	No File Uploaded

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

None of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	No File Uploaded
Reports with seal and signature of Principal	No File Uploaded
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

One of the above

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

2.2.4 - Student-Mentor ratio for the academic year

24 : 1

2.2.4.1 - Number of mentors in the Institution

4

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 process adopted by Faculty:

There are five departments in the college to streamline the study and teaching work

1. Pre-practice Teaching Department
2. Internship Department
3. EPC (Enhancing Professional Capacities Department)
4. Examination Department
5. Cultural Department

First of all, academic calendar department prepares semester wise calendar. The respective professors plan and organize the practical's they have as mentioned in the academic calendar. Each of the practical's and EPC activities are followed by workshops.

1. Microteaching Workshop
2. Integration and Simulation Lesson Workshop
3. School Engagement Workshop
4. Reading and reflecting workshop
5. ICT Workshops
6. Yoga Workshops
7. Understanding the self Workshop
8. Action Research Workshop
9. SUPW workshop
10. Teaching Aid Workshop

Various sessions are organized in the workshop. In which trainees

learn through group discussion, presentation, exhibition, discussion, library work, group work etc.

the faculty guides the students in the workshop. Every professor imparts creative education to the students. ppt, e-content, activities are used in the workshop. Workshops are also organized by experts. All these activities are well planned.

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

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

4

File Description	Documents
Data as per Data Template	View File
Link to LMS	http://gceakola.org/E_content_professor.php , http://gceakola.org/E_content_student.php
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

110

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	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	Three 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	http://gceakola.org/E_content_student.php
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 defferent practical works given in the syllabus of sant gadgebaba amravati university amravati. student mentoring system is used in following practices / groupwork 1)Reading and reflacting on text 2)Diagnosis and Enriching the teaching skills 3) Demonstration on lesson plan and simulation 4)Psyco Exprement 5)School Engagement 6)Drama and art 7)Internship 8) Teaching Aids Workshop 9) SUPW 10) ICT 11)Yoga education 12) Action reaserch 13) Understanding of self 14) Performing Art 15) Environment Project 16) Community work Mentor mentees ratio is 1: 13 each faculty guides to 13 students in given activities/ practicals or group works..Groups involve various students from all catagories and from various social groups.college develop a culture where every student has equal opportunity to develop their competencies.

Collegedevelophomely cultureso thatstudents 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 organised under Internship Programme. Some motivational talks by guest faculty are organised under Personality Development Programme. Student participation in college governance is best practice in our college

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

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

Five/Six of the above

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

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

College organize following workshops under teaching-learning Processes:-

1. To nurture creativity - Audio visual workshops , SUPW Workshops, Performing arts, Drama and art Workshops

2. To Nurture Innovativeness - ICT Workshops , Digital skill for Creative Teacher Training Program , Action Research Workshops

3. TO Nurture Intellectual and thinking skills- reading and reflecting on text Workshop, Psychological Experiment, Pre-internship Workshop (Diagnosis and Enriching the Teaching Skills), Demonstration of Lesson Plans And Simulation Lesson, School Engagement

4. TO Nurture Empathy- Understanding of self Workshop, Parent-Teacher Association Programme, Social Visit Activity

5 To Develop life skills -Life skills orientation programme under internship, Yoga education Workshops, Environment project

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

2.4 - Competency and Skill Development

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

Five/Six of the above

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

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

Four/Five of the above

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

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback

Three of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

<p>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</p>											
<table border="1"> <thead> <tr> <th data-bbox="86 577 550 631">File Description</th> <th data-bbox="557 577 1476 631">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 640 550 694">Data as per Data Template</td> <td data-bbox="557 640 1476 694" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 703 550 801">Samples prepared by students for each indicated assessment tool</td> <td data-bbox="557 703 1476 801" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 810 550 945">Documents showing the different activities for evolving indicated assessment tools</td> <td data-bbox="557 810 1476 945" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 954 550 1008">Any other relevant information</td> <td data-bbox="557 954 1476 1008" style="text-align: center;">View File</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Samples prepared by students for each indicated assessment tool	View File	Documents showing the different activities for evolving indicated assessment tools	View File	Any other relevant information	View File	
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Data as per Data Template	View File										
Samples prepared by students for each indicated assessment tool	View File										
Documents showing the different activities for evolving indicated assessment tools	View File										
Any other relevant information	View File										
<p>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</p>	<p>Four of the above</p>										
<table border="1"> <thead> <tr> <th data-bbox="86 1491 550 1545">File Description</th> <th data-bbox="557 1491 1476 1545">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1554 550 1608">Data as per Data Template</td> <td data-bbox="557 1554 1476 1608" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 1617 550 1715">Documentary evidence in support of each response selected</td> <td data-bbox="557 1617 1476 1715" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 1724 550 1859">Sample evidence showing the tasks carried out for each of the selected response</td> <td data-bbox="557 1724 1476 1859" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 1868 550 1921">Any other relevant information</td> <td data-bbox="557 1868 1476 1921" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table>	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	No File Uploaded	
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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	No File Uploaded										
<p>2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning</p>	<p>All of the above</p>										

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

File Description	Documents
Data as per Data Template	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

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
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, it was effectively implemented by the college both online and offline for the academic session 2021-22.

First, a orientation workshop was conducted at the college level. In

this workshop students were given an understanding of all the tasks to be done in school. After this 4 groups of students were formed. Mentor teachers for each group were appointed from the teachers of the school. It included language teachers, science teachers, math teachers, social science teachers. A faculty mentor was provided for each group, student mentor was also appointed.

The students went to the practice school assigned to them and contacted the teacher mentor and got information about what part of their teaching method subject they wanted to teach the students of the school.

B. Ed. Online internship was being arranged for the students of the third semester of the course 2020-22. These students prepared 20 to 25 minutes video lessons of their subjects and sent the link of all the lessons to Internship Incharge Dr. Dharaskar for uploading on YouTube. A special WhatsApp group was created for this purpose. All the rest of the students went to school and took all their lessons as per the school schedule and completed other activities. For this, the principal, supervision and mentor teachers of the school provided full support to the students. Also guided by Group Mentor Faculty.

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

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

2.4.9.1 - Number of final year students during the academic year

55

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

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of

Nine/All of the above

student learning – home assignments & tests
Organizing academic and cultural events
Maintaining documents Administrative
responsibilities- experience/exposure
Preparation of progress reports

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

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

- A two-year memorandum of understanding (MOU) has been entered into with the Practice Teaching School by the college to implement the internship programme.
- Mentor teachers from the school are assigned to guide and supervise the practice- Teaching lessons of each subject during the internship programme.
- For other co-curricular activities, teachers are appointed with the help of school principals. These teachers guide theTeacher-tranee students.
- Teacher-tranee students participate in all school programs. So all the students in the school see the role of the teacher along with the teacher-tranee.
- A faculty-mentor is provided for each school. Internship program in school is completed under the guidance of faculty-mentor.
- A Teacher Trainee Mentor is appointed to ensure that all programs are carried out in accordance with school discipline and schedule.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File
2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes)	Three of the above
File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	View File
2.4.13 - Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	Four of the above
File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File
2.5 - Teacher Profile and Quality	
2.5.1 - Number of fulltime teachers against sanctioned posts during the year	

4

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

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

4

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

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

4

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

25

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

In our college there is staff academy is establishe for professional

development of Teachers .Teachers are encourage for participating in seminars conferences ,writing books ,research Papers .Teachers Delevered lecturers many times at various institutions .they participated varioud kind of discourses .They play role as Government Nominee on various Committees .College administration took cognigence about these works of Teachers .

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

As the syllabus of B.Ed. is based on internal assessment, theory papers are assessed on the basis of tests, assignments, seminar presentations. Instructions for this are issued by the examination department. The professor of the concerned subject takes the unit test paper of his subject and submits it to the examination department, two unit tests of each subject are conducted as per the unit test schedule.

Four groups of students are formed for the seminar presentation. A mentor is assigned to each group on a rotating basis. Each student is given a separate question by the respective subject professor for seminar presentation, students make seminar presentation by preparing ppt or transferences. Seminar presentations are evaluated by group faculty mentors.

Also, for the assignment, a question is given to all the students by the subject teacher, the answer to this question is written by the student in the assignment book. The subject professor evaluates it.

Practical is evaluated on both individual and group level participation of the students during the practical as well as report submission. It includes group discussion, oral viva, test. Instructions for report submission are drawn from Examination Department.

Internship is evaluated by school mentor teachers and group mentor professors based on student participation in school, practical's completed in school and report writing of all school activities, co-

curricular activities, school notebooks, unit tests, unit planning included in the internship. Thus the internal assessment of each student is continuous.

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

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

Two of the above

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

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

Examination department co-ordinated all the Internal Examination (Unit test) and Internal Assessment. The examination (Unit test) and internal assessment Process of 2021-22 include both online and offline mode. Setting of MCQ question Papers for sem III 2020-22 students, Evaluation of Answer sheets within a stipulate period of time, submission of marks to sant Gandgebaba Amaravti University. Because of Pandemic Period all the practicals and Viva of the

practicals are organized offline and on Google Meet as per direction of government. For online students, use of Online Mode tools, such as Google Classroom, Teachmint, Telegrams was used for submission of Assignments, Unit Test and Practical Reports. Time table was created by the In charge Faculty for Viva and Internal practicals submission. Faculties also conducted the Internal Examination. The marks are not communicated to the students because the internal marks are the component of the University Examination.

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.

Each demonstration is organized from time to time by the respective professors according to the total number of hours given. Students write the report of the demonstration work and submit it to the concerned professor in the allotted time. All these work-related books are prepared by the college and given to the student. Instructions are issued from time to time to organize the session work and practical work related to all the subjects under the examination department. All work is completed on time by preparing component test schedule, supervision schedule, all instructions regarding session work, seminar presentation schedule and student grouping schedule. Students completed all tasks on time as per schedule and instructions. 'Internal Assessment' is an integral and very important part of the curriculum. For this, internal assessment lists related to all the four semesters are prepared and distributed to the concerned professors. All the professors submit the assessment lists to the examination department within the stipulated time. Accordingly, for internal assessment control sheets are provided by the University and were submitted within a time.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	No File Uploaded
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.

All academic programs and co-curricular activities reflects the institution mission to empower student-teacher to go out and teach the students community. The two-year B.Ed. course aims at a complete development of the student-teacher; particularly in knowledge and skills, in individual care of the learner and also in methods and evaluation designed to facilitate learning. This course is divided into two parts. It aims at develop in understanding of and competence to render disciplinary knowledge into forms relevant to stage specific understanding of teaching learning situation apprehended through intensive study of conceptual explanations, observation and analysis of live classroom situations as well as hand-on experiences and longer duration of field experience. The two year 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-

1. Perspective in Education
2. Curriculum and Pedagogic Studies
3. 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 special courses for Enhancing Professional Capacities of the STUDENT-TEACHER

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	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. Each Incharge faculty or co-ordinator defines the course outcomes, subject outcomes and practicals outcomes on the basis of aim and Objectives given in the syllabus of sant Gadagebaba Amaravati University for each Subject an practical. The defined course outcoms are mapped to programme outcomes ands programme specific outcome which are defined in line with professional capacities developed in student teachers. \ Evaluation of Attainment of Programme Outcomes POs, Course Outcomes COs and Programme Specific Outcomes PSOs : Various Assessment programmes like unit tests, Assignments Writting, Seminar Presentations, Group Work presentations, Team Work, Various practicals report Writting, Action research, Yoga, ICT, Reading-reflecting on Text, Performing Art, Drama an Art, SUPW, Parent Teacher Association, Internship etc. are defind by Incharge or Co-ordinatore Faculty for captering students teacher Performance. The defined attainment levels are approved by the respective coordinator or incharge faculty. The weights are defind as per the curriculam of Sant gadagebaba Amaravati University.

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

2.7.4 - Performance of outgoing students in internal assessment

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

100

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	No File Uploaded

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

These activities are not conducted in our college.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES**3.1 - Resource Mobilization for Research****3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year**

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	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)

0

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

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

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
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, 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

Two of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	No File Uploaded
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

06

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

04

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

110

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

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

105

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

105

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.

Prabhatferi under Amrit Mahotsav of Freedom

On 15 August 2022 at 8. 00 am, Prabhatfari of the trainees was organized.

Objectives of Prabhatferi -

1. To inculcate patriotism and patriotism among the students.
2. Developing social awareness
3. Enhancing national integration

The message of national unity was given to the society through Prabhatpheri carrying a slogan board based on national unity and freedom

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	No File Uploaded

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

1

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
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	
0	
3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year	
0	
File Description	Documents
Data as per Data Template	No File Uploaded
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded
3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year	
17	
File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File
3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	Three/Four 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 must have the following infrastructure(each item to include facilitation for PWD):

- Two Classroom for every 55 students
- Method rooms -3
- Multipurpose hall with sitting capacity of 200 and Dias (200 sq.ft)
- Library- com reading room
- ICT room
- curriculum laboratory
- Art and craft room
- Health and physical Education fitness center(including yoga education)
- Yoga Hall
- Principal's office
- Staff room
- Administrative office
- Visitor's room
- Separate common room for male and female students
- Seminar room
- Separate toilet facility for male and female student and for Ladiesstaff
- Parking space
- Store rooms (two)
- Multipurpose play field
- Open space for additional accommodation.
- Garden
- Girls Hostel
- Boys Hostel

24. Residential Quarter for Principal and Class 3 & 4 Office Staff.

- There shall be games facilities with a playground where there is scarcity of space as in the metropolitan town/ hilly regions, separate facilities for yoga, and indoor games may be provided.
- Safeguard against fire hazard be provided in all parts of the building.
- The institution campus, buildings, furniture etc. should be barrier free.
- all campus of the college is under CCTV.

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

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.**4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities**

07

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://gceakola.org/#
Any other relevant information	No File Uploaded

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

0

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	No File Uploaded
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.

Library automation systems are becoming integral part of academic libraries . In present information technology era library has changes their housekeeping operation and moved from traditional to modern era . Library automation helps the library to keep inning all housekeeping operations with latest development .

Soul (software for university libraries) is state-of-the-art integrated library management software designed & developed by inflibnet centre based on requirement of college and university libraries .

College web link :- <http://gceakola.org/facilities-library.php>.

Library Web Link:<https://gceakola-elibrary.weebly.com/>

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://gceakola-elibrary.weebly.com/
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 occupies a prominent position and it is an important and integral part of the teaching, learning and research programme. It is not merely a depository of books, but an active workshop

instrument in the production of or original thinking. The aim of college education and college libraries in inter-related. 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, proceedings, reference books, project reports, and theses. The library has an organisation collection of thesis of Research student, publication of Teachers, subscribe and open-access e journals, collection of e books, Educational articles, question paper of B.Ed. seminar proceedings etc. The Library at GCE Akola, acts as a Learning Resources Centre to support the educational and research programmes of the institute by providing intellectual access to information to the faculty and students for their teaching and research. It caters to the information needs of the Faculty, Research Scholars and Students towards accessing information.

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

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

Two of the above

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

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year

(INR in Lakhs)**.47**

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****4**

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	View File

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

None of the above

from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

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

ICT FACILITIES INCLUDING WIFI WIFI faciliting was installed with wireless access points. WiFi access is provided in office, staff room, library, ICT room. The ICT facility has an ICT room for students, which has 14 computers. Each professor is provided with a laptop. There are LCD projectors in the classrooms. BSNL access points are placed throughout the campus for uninterrepted internet access.

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

20

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:

B. 500 MBPS - 1GBPS

File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
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	https://drive.google.com/file/d/15zya0SptpMRaXctnUFCG0vg45sbxCiaD/view?usp=drivesdk
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	http://gceakola.org/E_content_professor.php
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	No File Uploaded
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

Systems for maintenance of utilization :

- Budget provisions are made for new as well as old facilities repairs and maintenance
- Establishment/repairs and maintenance are also made for institutional purpose from time to time.

Procedures for maintaining physical, academic and other college facilities.

- The cleaning and maintenance of the classrooms and laboratories are done by the non-teaching staff as per cleaning schedule which is monitored by head of the department
- The college has adequate number of computers with IT facilities maintained by computer maintenance service provider.
- The college website is maintained regularly by website provider.
- Maintenance of electrical equipments is regularly done through service agencies visit on call basis.
- Rain water harvesting system helps in the maintenance of the garden.
- Pest control is also carried out at regular intervals.
- All the facilities like fitness centre, sports facility, and parking facility is maintained on regular basis.

Procedures for utilization:

- Library facilities and services are very well utilized by the B.Ed. students, researcher and Staffs.
- Reading room facilities is also provided.

- Magazines, Newspaper, Clipping articles, competitive exams books, Reference books, etc. are provided to the readers of the colleges.

File Description	Documents
Appropriate link(s) on the institutional website	http://gceakola.org/docs/2021/4.4.2,maintaining%20and%20utilizing%20physical%20academic%20support%20facilities.pdf
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Five fo the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls

Seven/Eight of the above

Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	
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	No File Uploaded
Any other relevant information	View File
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	One 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	No File Uploaded
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
23	29

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	No File Uploaded
Any other relevant information	View File

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

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

0

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	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
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)

9

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

5.3 - Student Participation and Activities

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

- The students council plays a crucible role in the smooth functioning of the college. Students have an active role in all the academic and administrative functions of the college. The college has a well functional students which involves actively in the academic affairs of the college as well as students Welfare.
- The Student council helps in addressing the grievances of students and take it over to the principal of the college.
- The student council plays a dynamic role in helping to organize cocurricular and community based programmes. They also helps to coordinate and arrange for the smooth conduct of academic related practicals and enhancing professional and conpritencies programme.

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

20

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

5.4 - Alumni Engagement

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

The Allumni Association of college is non-registered but contributes significantly for the development of Institute.

Aim of the Alumni - To support for enrichthe college and advance the colleges excellence

- Alumni are working as members in the College Development Committee and the IQACcommittee.
- The Alumni Association of college has extended their support for the smooth functioning of the academic Area in the following way-

1. Leading their expertise in Internship programme.
2. Services as Resource person for workshops related to practicum area in system.
3. Feedback from Alumni has facilitated the assessment of academic and administrative potentials of the college.
4. Working as a convener in College Center of Yashwantrao Chavan maharashtra open university B.Ed. programme.
5. Working as a resource person in College Research Centre for Ph. D. Course

An Alumni Association has been established in this college but the Alumni Association has not been registered yet.

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

Three/Four of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

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

02

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	No File Uploaded

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

Government College of Education, Akola Alumni Association was formally non-registered full-functional on 3 Feb 2020. The Association has a Governingbody consisting of 7 elected member.

Aims of the Allumni Association:

- To encourage the member to take active interest in the activities and progress of the college and provide assistance for all round development of the college
- promote and encourage friendly realationship among all members
- provide career counselling to students of the college.
- All post students of college is eligible to become a member of Association.

Allumni Association is committed to excellence in all activities and is dedicated to following case values-

*Loyalty - pride in and committed to the future that we are creating together as a college and an alumni community. * Diversity - Recongnising and valuing difference and teeming alternative perspectives and inclusiveness in all that we do.

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.

1. Vision of the College: Sa Vidhya Ya Vimuktaye

2. Mission of College:

- A Overall Development of the teaching personality,
- Commitment to the knowledge,
- Commitment to the Students,
- Commitment to the service
- Commitment to the society

3. Teaching skill:

- Character richness
- Decision making capability
- The creativity
- Leadership capabilities
- Discipline dearness
- National devotion and national integration
- Scientific perspective

4. Various Committees of the College

- IQAC department
- Women Reigns Redressed Committee
- Anti ragging committee
- Staff Council
- Student council
- Academic calendar committee
- College annual magazine committee
- UGC committee
- Library advisory committee
- Career counselling and placement committee
- Alumni committee
- Attendance and discipline committee
- Time table committee
- Admission committee
- Hostel committee
- Staff welfare committee
- College maintenance committee
- Purchase committee

5. Teaching- learning department:

- Internship department
- Activity department
- Cultural department
- Examination department
- Student development department

The institution is run by the State Government. Head of the department developed plan of various activities. The success of an institution is the result of coordinated efforts of all who work towards up keeping the vision of the Institution, starting on the principal to the faculty and students.

All the stakeholders have a role to play in the building of the Institution. Our Institution focuses on decentralization by extending equal opportunities to all in the functioning 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	No File Uploaded
Any other relevant information	No File Uploaded

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

College Principal is the academic head of the institution. College responsibilities are fairly divided among all the teaching and non teaching staff members.

The principal of the college forms various committees of teaching and non-teaching staff to decentralize the functions of the college. The committee secretary and members of each committee are decided in the staff council meeting. The principal of the college is the chairman of each committee.

Several committees are formed for Academic works and co-curricular

activities. Committee lists are uploaded on the website. Through this, the sense of responsibility towards the college is enhanced among the professors. A discussion about the assigned work is done in the staff council s meeting. It tells about how much output has been achieved and what more needs to be done for full output.

The principal of the college holds regular meetings with the Teaching and Non Teaching staff. In these meetings various issues are taking up for discussion before arriving at a final decision. The secretary of the committee organizes the meetings and keeps record of the committee.

The office administration of the college is headed by the head clerk, under whom there are senior clerk, junior clerk and other class 4th staff. Thus, the decentralization of departments and personal of the institution helps in improving the Quality of its educational provisions.

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.

In order to bring transparency in the work forthe administrative point of view, various committees have been formed in this college. In each committee, the principal is the ex-officio chairpersonand various professors have the post of member secretary of various committees.

In this college, everyfinancial decision, everyadministrative decision or everydecision related to the curriculum aretaken in the staff council meeting with the participation of all the members, so that there aretransparency in the administration.

The charge is taken by every coordinator by each department, There are various departments in this college which are as follows: Entrance Department, Examination Department, ITDepartment, Cultural and Sports Department. each department hasits coordinatethe whole year planning is done through the committee.and according to that planning, the whole process is done and cultural programs are

organized through the government circular for various activities.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	No File Uploaded
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

The college maintains quality Education by adopting the guidelines of the university Grant commission (UGC) National council for Teacher Education (NCTE) National Assessment and Accreditation council (NAAC) and other related statutory bodies.

The curriculum for the B.Ed. course and Ph.D. course programmes are designed subjects to the norms of NCTE, Maharashtra state Government and Sant Gadage Baba Amravati University, Amravati. Curriculum revision begins at the faculty level; Where the Faculty handing the course, make the necessary changes and the faculty of college has created different manuals based on topics from curriculum. It included Internship Handbook, School Engagement Handbooks, Reading and Reflecting on Text Evaluation programme, continuous Evaluation programme more interactive.

The college makes provision for ensuring that all the outcomes expected of teachers are realized by using a wide variety of instrumental approaches and closely supervised teaching internship, Remedial coaching, preparation of question Bank for all the courses ensure maximum performance of students Projects such as CCE evaluation, value-based education, Action Research, Environment were organized for the students. Expert and resources persons were called to guide the students.

Placement cell is active at the college which provides career guidance to the students. It also teachers Interview Technique to the students. It benefits them for the campus interview.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://gceakola.org/docs/2022/strategic%20planning.pdf
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.

College administration established several committees for smooth Administration .Every committee has its own objectives and types of functions .it plays vital role in Administration .Principal is chair person of each committe .In some committee it includes studens .non government member also

File Description	Documents
Link to organogram on the institutional website	http://gceakola.org/docs/2022/list%20of%20various%20committees%20202-21.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 attendance for students

One/Two of the above

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

Governing Body decided to form the following Committees for smooth conducting of Academic and Administrative works, which will be strengthen the students' activities and develop the knowledge of the students.

1. Anti Ragging Committee
2. Internal Complaint Committee
3. Grievance Redressal Committee
4. Committee for Library
5. Examination Committee
6. Sports committee
7. College Academic committee
8. Women's Grievance Committee
9. Discipline committee

Strength: Teachers education for students hailing from rural areas of Maharashtra since 1956 for their social up-liftment has got very good physical infrastructure with well-equipped laboratories, computing facilities with networking, web based information system, Wi-Fi campus and committed faculty members who are young, dynamic and quality conscious. In-house placement and training programs, career guidance from 4th year onwards help students in getting good placements in industries. willingness to recognize weaknesses and make improvement for atmosphere of success for students, faculty and staff is its uniqueness.

Weakness: Teaching Faculty are possessing limited industrial and research experience. Less interaction and networking with reputed institutes The Academic performance of the All Category Students vizag region may provide good employment potential to our

college students. Increase and strength internal and external collaborations with other educational institutions Possibility of MOUs with reputed institutes like Various schools and educational institutions .

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

Being the Government Colleges, the maharashtra Govt . offers the following welfare schemes for all its employess summer and winter vacation to both teaching and non teaching staff. The order is issued by the higher Education department , which is strictly followed by the college. The government has provided Group Insurance scheme (GIS) to the staff (Teaching and Non teaching) of the college. This helps the staff at the times of need. Provident Fund (PF) For the employess of the college. Casual Leave of 08 days for the non teaching 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	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
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.

0

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

2

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

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

Every academic years all faculty members are maintained the records of performance - based appraisal system as per UGC norms with supporting document and submitted to IQAC office at end of academic year. The formats for that already given by UGC. It includes teaching , administrative work. ICT teaching - Learning method , research Publication, etc. The IQAC guided to fill up appraisal form and monitored time to time. IQAC evaluated the appraisal form of all faculties. The Performance appraisal system for non teaching is carried out through confidential report. The confidential report also filled out from the teaching staff at end of academic year and evaluated by principal. The faculty Appraisal is provided by considering following parameters :

1. Academic performance
2. Publications in Journals
3. Publications in Conferences
4. Seminars
5. Workshops
6. Faculty Development Programs
7. Research Initiatives - project applied for funding
8. Consultancy Activities
9. Student development
10. Department Activities
11. Inter - department Activities
12. Outreach (External Resource Person)
13. Online courses
14. Social visits organized for students.
15. Internship arranged

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

6.4 - Financial Management and Resource Mobilization

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

As this institution is a government intitute, regular audit orgonising

by government of maharashtra. Since 2016 there is no audit is done by AG.

Our follow up Process regarding audit-

1. Chartered Accountant of the Institute audited the institution , who audits annually all the vouchers and bills of the expenditure. After checking the bills and vouchers, auditing the expenditures, the C.A. generates a certificate for the college.
2. Internal Audit is done by checking each bill and vouchers by a team of the college. Every year the Principal constitutes this team, having one member from economics or from commerce.
3. The cashier maintains the cashbook, receipt, bills and vouchers. It is checked by the internal team of auditor.

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

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
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.

the expences of the funds are mainly due to the following - 1. Salaries 2. Departmental Budget 3. Infrastructure 4. Maintainance etc. 5. Administrative expences The institution is run by the Government so that funds to be utilized are primarily allotted through the Higher Education Department of Maharashtra funds to be allotted for the institution go through the exercies of forming annual budget as per requirement. The same is being discussed with chief Accounts officer/ financial Advisor for allotment of funds under different heads. The alloments are made to institution throughout financial year through the applications of Budget Evaluation and management system. Optimum end use of the funds is made as per the rules and regulations and is subjected to audit by the government within the institution funds are mobilized out of a specific percentage of the fee collected from the students. To ensure the optimum end use of these funds college development and purchasing committees are framed.

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

All the teachers are encouraged to use audio - visual teaching aids , charts , models for effective teaching - learning processes. All most all the laboratorices are provided with chartsmodels and various social media etc. for effective Online teaching - Learning process. LCD S are installed in all the classrooms of the college.Regular meetings of IQAC are conducted under the chairmanship of worthy principal with the fired , agenda and suggestions are taken from all the members of IQAC for improvement and better implemention curriculum.All the faculty members are encouraged and supported to participate in workshop Orientation , refresher courses , seminars and conferences related to the teacher - Learning Process and research.Teachers are also supported and encouraged to participate in examination evaluation processes.Teachers with Ph.D are also encouraged and motivated to act as research guides for the research scholars.The IQAC also provides guideliness internet access and verification processes for the student to get the post - matric scholarships.The Internal quality Assurance cell was started in the year 2005 to monitor the quality of services being provided by the institution to itsstakeholders.

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	No File Uploaded

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

The institution reviews its teaching learning process, structure and methodologies of operations and learning outcomes out periodic intervals, some of activities of IQAC in this regard are:-

1. Facultymonitoring: Teaching Learning process and evaluation of the Faculty from students feedback , significantly shows the actual quality of teaching -Learning process. The students feedback is conducted as per the following norms: * All the students are allowed

to give feedback 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. 2. syllabus monitoring :- The worthy principal (chairman IQAC) keeps vigil on the completion of syllabus and ascertains information regarding the quantum syllabus completed so that the prescribed syllabus is completed within stipulated time. 3. Academic monitoring :- The academic monitoring committee conducts regular visit to the classes regarding the regularity and punctuality of class work. The principal is informed on daily basis.

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	No File Uploaded

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

20

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	No File Uploaded
Any other relevant information	View File

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

Two of the above

follow up action Collaborative quality initiatives with other institution(s)
Participation in NIRF

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://gceakola.org/docs/2021/minutes%2019-20.jpeg
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://gceakola.org/aqar.php
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
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

NAAC FIRST CYCLE 2005 Conducted a state level seminar in 2008 on "Global Warming". Organizing Jagar Jaaniwan Abhiyan directed by Maharashtra Government. Second prize at the state level and first prize at the university level with a total prize of Rs Received a prize of six lakhs. College Ph.D. Publication of the book "Gunagaurav" based on the Ph.D dissertation of the received alumni. NAAC SECONDCYCLE 2013-14 Organizing a National Seminar on "Vedha Values". February 5, 2015 No Transfusion of Idea only Transformation, National Seminar on this topic, February 2, 2015 Implementation of State Level Awareness Campaign organized by Government of Maharashtra. Received district level first prize. Reaserch interdisciplinary studies Successful organization of this National Conference. Vidyavarta, Peer Reviewed international Referred Research Journal Published three issues Against the

background of Covid 19 Lock down Education on your doorstep
Organizing this innovative venture Digital Skill for Creative
Teacher, Organizing this innovative workshop for B.Ed.trainees

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Energy audit is done through department. 1) Institution has completed energy audit through energy department of Maharashtra state Government as per their instruction. Institution has followed all safty parameters. Percentage of power requirement of the college met bu the renewable energy. 2) In administrative building there are LED bulbs and Lights to conserve energy 3) The institution has solar system. Solve street light are used in campus. the campus is an Solar system. 4) The institution and a whole has cut down the consumption by changing over to LED lights and solar power / power effictivety equipments 5)The institution has switched over largely to LED lights to cut down an energy consumption. It is magnitory for all human recources to monitor and to adopt the habit for energy conservation. Page

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

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

Institution haswaste management along with its implementation procedure.

Workshop was organised for the awareness about waste management..

1)Workshop of teaching aids

2) SUPW Workshop

3) Drama & Art Workshop

Use waste and prepare new is the theme of the workshop.From waste and useless material, students prepare useful and good, effective ,charts, models and other teaching aids.

In the institution, reuse of one side printed and used papers for routine work.

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

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

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

One of the above

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

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

The campus is pollution free

- 1) Institution is committed to maintain cleanliness.
- 2) Swiper is oppoinment for this purpose.
- 3) The institution took cleanliness regularly.
- 4) The institution is committed to sanitation.
- 5) Cleanliness and Sanitation has been done daily as a routine work.
- 6) Sanitation Pad machine is fixed in ladies washroom.
- 7) 3000 sq. feet evergreen lawn and garden is well maintain in the college campus.
- 8) In the college campus multiple plants and various trees have been planted.
- 9) Regular programmes are held in the institution to make the students aware of enviroment concern. Students are also arranged various enviromental Programmes.

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

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	No File Uploaded

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

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

Institutions puts forth efforts leveraging local environment, location knowlege and resources,community practices an challenges.

1) Informally, campus is usedby local community daily morning walk, daily exercises.

Challenges

1) All practices mentioned are informally done.

2) There is no formal system for leveraging the local environment

3) As the college is Government College, institution have to take formal permission.

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

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

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	No File Uploaded
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
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

The following programs were organized in the college under Best Practices.

1. Nectar Festival of freedom: Swarajya mahotsav and Har Ghar Tiranga
2. International Day of Yoga (IDY)2022
3. Marathi Language Conservation Fortnight

Objectives of the Programme

1. To inculcate national values in students.
2. To awaken in the students the memory of the revolutionaries who participated in the freedom struggle.
3. To develop a sense of patriotism in students
4. To inculcate the value of Shramdan in the students
5. Conducting lectures for school students.

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

Government College of Education, Akola has endeavored to achieve equity in education as expressed in its vision The Vision of the institution is to mold and empower students in the pursuit of knowledge, values and social responsibility. and help them to achieve excellence in various fields. . well develop a 'Gym' with all the suitable facilities i.e.Gym exercise machines installed for students for acquiring good health. The institution uses alternate sources of energy through installations of solar energy system and by replacing lighting fixtures with LED lights. The institution takes social responsibility and student and faculties are actively involved in community service through the social participation.

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