YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	`Marathwada College of Education`
• Name of the Head of the institution	`Prof. Dr. Naveed-us-Sahar`
• Designation	`Principal`
• Does the institution function from its own campus?	`Yes`
• Alternate phone No.	`02402391096`
• Mobile No:	`9823453340`
• Registered e-mail ID (Principal)	`naveed.us.saher@gmail.com`
• Alternate Email ID	`marathwadacollege@gmail.com`
• Address	`Dr. Rafiq Zakaria Campus, Rauza Bagh,`
• City/Town	`Aurangabad`
• State/UT	`Maharashtra`
• Pin Code	`431001`
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	`Co-education`
• Location	`Urban`

• Financial Status	**Grants-in aid**
• Name of the Affiliating University	**Dr. Babasaheb Ambedkar Marathwada University, Aurangabad**
• Name of the IQAC Co-ordinator/Director	**Prof. Shaikh Imran Ramzan**
• Phone No.	**9823453340**
• Alternate phone No.(IQAC)	**9823453340**
• Mobile (IQAC)	**9823453340**
• IQAC e-mail address	**iqac.mce@gmail.com**
• Alternate e-mail address (IQAC)	**marathwadacollege@gmail.com**
3.Website address	https://marathwadacollege.com/index.html
• Web-link of the AQAR: (Previous Academic Year)	https://marathwadacollege.com/wp-content/uploads/PDFs/REPORT%202020-2021.pdf
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://marathwadacollege.com/wp-content/uploads/Academic%20Calendar/Academic%20Calendar%202021-2022.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A+**	**91**	**2004**	**03/05/2004**	**02/05/2009**
Cycle 2	**A**	**3.11**	**2016**	**25/05/2016**	**24/05/2021**

6.Date of Establishment of IQAC	**20/07/2004**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Marathwada College of Education	Major Research Project	ICSSR-IMPRESS	01/06/2017	Rs. 11 lakh sanctioned and Rs. 7 lakh disbursed
Marathwada College of Education	Minor Research Project	Dr. Babasaheb Ambedkar Marathwada University, Aurangabad	01/06/2017	Rs. 75000/- sanctioned

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**	
• Upload latest notification of formation of IQAC	View File	
9.No. of IQAC meetings held during the year	**3**	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	**Yes**	
• (Please upload, minutes of meetings and action taken report)	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**	
• If yes, mention the amount		

11.Significant contributions made by IQAC during the current year (maximum five bullets)
1. Providing assistance for B.Ed. CET for the students who wish to pursue B.Ed. 2. Activity on Go Green club and waste disposal management 3. Rally on Beti Padhao Beti Bachao Abhiyaan 4. Organized campaign and rally on "Stop Single Use Plastic" 5 Arranged lecture of Dr. Ajay Ukadgaonkar on World Day

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Linkages	Establishing an MOU with Infosys Pvt. Ltd. regarding providing various online courses to students. AKNIK Publications for Research Papers
Extension services	1. Anti tobacco rally by school students as part of internship activity 2. Displaying posters on Voter's awareness campaign 3. Beti Padhao Beti Bachao Abhiyan
Academic Audit	University based Academic audit submitted
Environment Awareness	(1) Organized awareness campaign and rally on "Stop Single Use Plastic" (2) Tree plantation drive (3) Installation of Bird Feeders in the campus (4) Environmental awareness in slum areas (5) Slogan Writing Competitions were conducted (6) Cleanliness drives were organized in college Campus and Internship School Campus
Guidance & Counselling	Career Counselling for school students by the faculty, the programme was arranged for SSC students of various schools
Research & Publication	15 papers were published by faculty in International, National Journals. • 05 papers were presented in national and International Conferences and seminars • Faculty participated in International and national conference and seminars.
Innovations in Teaching and	• ICT guidance given to the

Learning	students to benefit for teaching and Learning. • Knowledge of using Video conferencing Apps to be given with demonstration for enhancing the competence level of pupil teachers
Community and Extension Services	• Counseling of parents of school children regarding health awareness • Awareness regarding rational use of social media. • Under Swachhta Abhiyaan programme interns took a drive in the community for cleaning the surrounding by making community members to take oath of cleanliness. • Distribution of pamphlets highlighting the importance of girl child and facilities provided by the Govt. for the girl child.
Maintaining Campus eco friendly	• Installation of Bird Feeders in the campus • Debate competitions for students • Cleanliness drives in the campus. • Environmental awareness through slogans and banners. • Go green – Paperless office like sending messages and email instead of using papers.
Industry interaction and collaboration with practicing schools	• Meeting with school Head • Feedback from school staff. • Donation of the teaching aid to various practice teaching schools.

13.Whether the AQAR was placed before statutory body?	No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-2022	26/12/2022

15.Multidisciplinary / interdisciplinary

Education course comes under faculty of interdisciplinary studies as per the latest Maharashtra Public Act-2016 .

16.Academic bank of credits (ABC):

The being an affiliated institution is awaiting directives from the regarding implementation of Academic Bank of Credits (ABC)

17.Skill development:

Our is a 's Training ; hence, skill development is the core of curriculum transaction.

Most of skills developed in the students are related to teaching learning skills like -

Microteaching

where teaching related skills like Set Induction, Questioning, Explanation, Stimulus Variation, Blackboard , Use of Multimedia, etc. are covered.

Internship

Students are provided schools for their Internship where they acquire knowledge of whole system of how a works. The duration of Internship is one month in the first year and four months in the second year.

Practice Teaching Lessons

Students also have to take Practice Teaching

Lessons in actual classrooms where they get the opportunity to utilize the skills they learned during their Microteaching lessons.

Action Research

Students are also given the opportunity to undertake Action Research where they try to find out problems and difficulties faces and what can be the probable remedy.

Hence, the whole B.Ed. programme is skill oriented as maximum focus in skill development.

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

In our , medium of instruction is given in three languages, , Urdu, Marathi. Not only Lectures are delivered but PPT on every topic is prepared in Indian languages (Urdu, Marathi) apart from . Notices and other instructions are issued to the students via social media platforms in Urdu and Marathi.

During pandemic online classes were conducted by the faculty, in these classes Urdu and Marathi languges were used not only in delivering lectures but ICT based teaching material were utilized and shared in Indian languages.

Hence, is at the forefront in integration of Indian Knowledge by teaching in vernacular language.

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

Outcome-based education (OBE) emphasis is placed on a clearly articulated idea of what students are expected to know and be able to do, that is, what skills and knowledge they need to have, when they leave the education system. It is sometimes also called performance-based education and is an attempt to measure educational

effectiveness based on results rather than on inputs such as time students spend in class. The student learning outcomes constitute the criteria by which curriculum is developed or redesigned, instructional materials are selected, teaching methods are adopted, and evaluation is conducted.

Outcome-Based Education (OBE) for Students

- OBE has brought clarity among the teachers and students
- OBE and online teaching due to pandemic provided every student the flexibility and freedom of learning in their own ways.
- Faculty utilized various methods of teaching
- ODE has helped in reducing comparison among the students as everyone has a different target
- ODE has ensured complete involvement of students taking responsibility for their goals

The curriculum is taught to achieve the following -

Parameter	Description
Knowledge	It is the ability to remember the previously learned material/information
Comprehension	It is the ability to grasp the meaning of material.
Application	It is the ability to use learned material in new and concrete situations
Analysis	It is the ability to break down material/concept into its component parts/subsections so that its organizational structure may be understood
Synthesis	It is the ability to put parts/subsections together to form a new whole material/idea/concept/information
Evaluation	It is the ability to the value of material/concept/statement/creative material /research report) for a given purpose

20.Distance education/online education:

The is having Distance Education courses of the following courses.

Sr. no.		Course/Programme
1.	IGNOU	1. B.Ed. 2. M.A. Education
2.	YCMOU (Yashwantrao Chavan Maharashtra Open)	M.A. Educaton
3.	MANUU (Maulana Azad National Urdu)	B.Ed.

Online Education

Every faculty of the uses online mode for teaching, counseling, conducting Mircroteaching skills, Practice Teaching lessons, experiments, etc. Faculty uses online platforms like Zoom video conferencing, Google Classroom, TeachMint.

In the pandemic students were never felt that due to lockdown they will have to face academic loss, the faculty ensured that same quality of teaching and practice teaching will be provided as is provided in the regular offline mode.

Even when the lockdown was over, continued teaching online along with offline mode so as to reach maximum students.

During examinations faculty members engaged in extra classes through online mode.

Extended Profile

1.Student

2.1 Number of students on roll during the year	293

File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	**300**

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**26**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**293**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**246**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**300**

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**2788726**

4.2 Total number of computers on campus for academic purposes	**31**

3.Teacher

5.1 Number of full-time teachers during the year:	**19**

File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	**32**

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

Marathwada College of Education is affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. The curriculum is planned, designed, revised, modified by the university and college follows the syllabus framed by the University, adapting it to the local context. At present five faculty members are members of the Board of Studies and Chairperson of Boards of the University and have actively participated in planning and designing the B.Ed. curriculum. In addition few faculty members have authored books which are reference books of B.Ed. curriculum. Review and revision of curriculum is done every five years by the University, in which college facultyactively takepart.

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	**D. Any 2 of the above**

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and	**B. Any 3 of the Above**

students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	**No File Uploaded**
URL to the page on website where the PLOs and CLOs are listed	https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdiI6IlRFeUV4ZmhaV0RQUk1qczNTdzZMU1E9PSIsInZhbHVlIjoibldpWlh3dWVTTFVlc3J4UXJqUklUOElsYTFpbTgySndZdVQ3TEhrUGlXN3dTdktVcy93OFlacmMyd3A0WERzTiIsIm1hYyI6IjY0NjkwYzZiMmIxMWVlZjFmNDdlMzVmNjRmYTk3NjZjYjY0OGMxNDE5NTdlMjE3NGQ4MzBmZTIwNTdmYjc0ZDQiLCJ0YWciOiIifQ==
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.2 - Academic Flexibility

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

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

13

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

0

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

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

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

0

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

0

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

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

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

0

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

Emotional intelligence (EI) & Critical Thinking The institution has organized online lectures on zoom meet by Dr. Aparna Ashtaputre (HOD, department of Psychology Dr. BAMU Aurangabad), on Emotional Intelligence. The institution has organized online lectures on zoom meet by Dr. Sandeep Sisode (Psychiatrist) on Critical Thinking. Negotiation and Communication Skills English Language trainer and motivational speaker Mr. Parvez Khan guided students of B.Ed. second year via zoom meet. He spoke on techniques of cracking the interview, methods of communication skills, soft skills and importance of body language in interview. Collaboration with others The institutions has collaborated with Prasad Psychological Laboratories and also Dr. Quadri's Mental Health Clinic

File Description	Documents
List of activities conducted in support of each of the above	<u>View File</u>
Documentary evidence in support of the claim	<u>View File</u>
Any other relevant information	<u>View File</u>
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

During the course of lectures the faculty members inform the students regarding the various Boards of Education functioning in the country like the State Boards of Education, CBSE, ICSE, etc. Students are also informed about the assessment systems in these boards and the Norms and Standards decided by the Governing bodieslike NCERT/SCERT which frames the curriculum, syllabus,text books, assessment criteria, etc. for the school education.

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	**No File Uploaded**

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

Professionally relevant understandings are taught to Pupil Teachers during their internship activity. Professional acumen, wisdom, judgment, insight, etc. among the students are polished by the mentors. Mentors also enlighten the students with work culture of the institutions. The mentor explains interns about the relationship of a teacher with the parents, Management, colleagues and students. They help them to understand their social responsibility and their duties. Programs on social awareness, health camps, cleanliness drives, etc are organized by the students under the guidance of their respective mentors in order to hone their professional skills.

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

1.4 - Feedback System

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

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

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

300

2.1.1.1 - Number of students enrolled during the year

300

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

26

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

26

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

32

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

32

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

2.2 - Honoring Student Diversity

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

The admissions to the B.Ed courseisdone strictly in adherence to the policies of the government and the affiliating . The ensures transparency as well as fairness throughout theprocess. Eligibility criteria for admission is appearing Common Entrance Test.

- **MAH B.Ed CET is an online exam.**
- **The MAH B.Ed CET paper isdivide into three sections, which covers Mental Ability, General Knowledge, and Aptitude.**
- **The question paper consists of 100 questions of the objective type, and the total time duration is 60 minutes.**
- **One mark isawarded for each correct response. There is no negative marking in the CET**
- **After the result of CET, students have to enroll for round, in the round students have to select colleges in of preference. The admission is alloted to the students as per the merit in the round.**

Due care is taken to conduct the curricular and co-curricular activities of the without compromising the quality of teaching-learning. The counselling and mentoring systemsof the institute assist in analysing the strengths and weaknesses ofthe students on a regular basis and ensure proper guidance, timelyassistance and intervention.

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

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
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	Four of the above

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

2.2.4 - Student-Mentor ratio for the academic year

1:15

2.2.4.1 - Number of mentors in the Institution

19

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 modes and approaches to teaching-learning process are adopted by educators for teaching, which include lecture cum discussion, panel discussion, team teaching, blending learning, collaborative, co-operative teaching and online teaching. The educators are part of the process of curriculum development as 05 (five) members of the faculty are board of studies members of the affiliating . The faculty prepares teaching plans which indicate number of lectures for each unit, strategies employed, evaluation procedures and list of reference books to be consulted for each topic. The faculty use different approaches to teaching-learning process by keeping pace with recent developments in their own

disciplines by referring latest books; participating in seminars/ workshops/ symposia/ webinars/ refresher courses/ internet browsing, doing MOOCs and interacting with outside experts on regular basis. Teachers also create e-content and upload recorded lectures on their YouTube channels. Dueto COVID-19 and lockdown conditions the faculty has adopted a new approach to teaching-learning process i.e. online teaching using the online platforms like Zoom, Google Meet, TeachMint, YouTube, etc.

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

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

17

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

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

200

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	**Four of the above**

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

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

A mentoring relationship is where both mentor and mentee recognise the need for personal development. It is an important component developed among the educators of the institution in assisting student teachers in the initial stages to support their performance int he classroom. It also plays a critical role in continuously improving the professional knowledge and skills needed to prepare student teachers for the 21st century.Besides teaching core, elective and pedagogical subjects in the classes in their own areas of specialization the teachereducators get familiarized with different students and understand their behaviour, abilities and comprehension levels ofunderstanding the subjects being taught.

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

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

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

The classroom is a dynamic environment, bringing together students from diverse backgrounds with different abilities and aptitudes. The faculty at the have been using multi-prolonged teaching methodologies to enrich the teaching learning process inside and outside the classrooms. Some of these are panel discussions, team teaching, peer group learning and mentoring, student presentations, lecture cum discussion method etc. The students are encouraged to participate in the process thereby enabling them to utilize their potentials during training. Seminars for students are also conducted on various topics under the guidance of the teachers.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed	**Seven/Eight of the above**

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)

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	**No File Uploaded**
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 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	**Ten/All of the above**

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

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

File Description	Documents
Data as per Data Template	[View File](#)
Samples prepared by students for each indicated assessment tool	**No File Uploaded**
Documents showing the different activities for evolving indicated assessment tools	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	[View File](#)
Documentary evidence in support of each response selected	**No File Uploaded**
Sample evidence showing the tasks carried out for each of the selected response	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

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

1. Selection/identification of schools for internship participative/on request: Internship has been introduced as an integral component of practice teaching.

2. Orientation to principal/teachers:Once the schools are identified, the practice cum internship sessions are planned and developed in consultation with the staff and mentor teachers. Considering the academic calendar of both the and the , the group supervisors conduct meetings with the principals to chalk out the programme. A tentative plan is drafted and communicated to the principals. Many a times the principals of the practicing schools request to incorporate their special requirements which are given

due priority in the planning phase.

3. Students are provided counselling for internship

4. Defining role of teachers of the institution:After the groups are formed, the educator in charge of a particular group prepares the time table for student teachers. They are allotted classes and accordingly prepare lessons and deliver one lessonper day in their teaching subjects.

5. Streamlining mode/s of assessment of student performance:The supervisors observe lessons delivered by the students and give their remarks in the lesson-note books, regarding feedback of the poor aspects of the lesson, suggestions for further improvement.

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

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

2.4.9.1 - Number of final year students during the academic year

300

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

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

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

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

The major monitoring mechanisms adopted to ensure optimal impact of internship in schools and the role of educators, principal, teachers and peers are already mentioned insection 2.4.8 of this criterion.

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)	

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	**No File Uploaded**
Two filled in sample observation formats for each of the claimed assessors	<u>View File</u>
Any other relevant information	**No File Uploaded**

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	**Three of the above**

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	**No File Uploaded**
Five filled in formats for each of the aspects claimed	<u>View File</u>
Any other relevant information	**No File Uploaded**

2.5 - Teacher Profile and Quality

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

19

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

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

15

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

10

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

10

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

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

Personal and career professional development of the faculty members continues to be the the thrust area of the institution. The teachers undertake professional development activities to keep them themselves updated. all necessary infrastructural facilities are provided like separate staff rooms, computer with internet connectivity, etc.

platforms like SWAYAM, MOOCS, CANVAS are very well used by the faculty for professional development activities. The faculty after completion of the courses share gained knowledge among the colleagues.

File Description	Documents
Documentary evidence to support the claim	[View File](#)
Any other relevant information	**No File Uploaded**

2.6 - Evaluation Process

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

The institution follows a system of continuous internal assessment in which the faculty members evaluate the students and assess them on the basis of their performance throughout the academic session. The students are assessed regularly on the basis of internal assessment tests, assignments, participation in co-curricular activities, preparation of teaching aids, performance in Microteaching as well as Macro teaching with regularity and punctuality The internal assessment includesparticipation and presentations in seminars, evaluation of psychological tests and visits as well as community related work etc. In addition to the above, the students also get involved in conducting action research during which they take up problems related to difficulties faced in classroom situation.Performance of the students are also monitored through classroom interactions, assignments, student seminars, project work and class tests. And to maintain objectivity and transparency, answer sheets are shown to the students. They are free to redress their grievances, if any.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	**No File Uploaded**
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	

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	**No File Uploaded**
Details of provisions for improvement and bi-lingual answering	View File
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

Mechanism for grievance redressal related to examination is operationally effective Mechanism for grievance redressal related to examination is in place and operationally effective as per the statutes approved by the statutory bodies of the from time to time. Continuous internal assessment process and examinations are the two components which constitute the entire examination mechanism in the institution.

Internal assessment: The monitors the performance of the students on the basis of continuous internal assessment, assignments and periodic examinations. On the basis of the 1st internal examination, students who do not perform well and students who perform very well are identified. Based on this identification, a remediation and enrichment programmes are conducted to bring further improvement in the performance of students and enhance their achievement level. For progress, monitoring and analysis, the follows the internal assessment system as per the regulationsand syllabus. Performances of the students are also monitored through classroom interactions, assignmentsand class tests. In to maintain objectivity and transparency, answer sheets are shown to the students.

External Assessment: Conduction of final exams and declaration of results is doneby the . The appoints the members of the faculty as paper settlers and chairman for paper setting committee.

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.

The provides the Academic Calendar and according to which planning, preparation and implementation of the activities is done which is reflected in the academic calendar. The Incharges of different activities in consultation with the Principal plan about the implementation of activities.The academic calendar serves as a reference point for planning and scheduling of all activities by the different committees formulated for different purposes. The examination committee headed by the Coordinator, prepares a plan for conducting internal examinations. All examination related activities namely, preparation of time-table, moderation of question papers, setting of question papers, printing and delivery of question papers, allocation of exam duties, declaration of result and preparing a computerized record are done systematically in a time bound manner.

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

2.7 - Student Performance and Learning Outcomes

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

The main objectives of the have been delineated from the mission and vision statements which describe in a nutshell the different dimensions and functioning of the . The collegeaspires to emerge as a leading institution for preparing high quality specialists and professionals in the field of education and allied areas, providing best possible infrastructure and facilitiesfor creating an institutional environment congruent with global trends. The curriculum is framed by the , according to which the workload is

divided amonng the faculty.

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

2.7.2 - Pass percentage of Students during the year

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

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

The progressive performance of students and attainment of professional and personal attributes are in line with the PLOs and CLOs is monitored and used for further improvements Mapping CLOs with PLOs focuses on student learning and allows the faculty to create a visual map of the programme. This mapping it possible to explore how students are meeting programme outcomes atthe course level. The most important step after deciding on CLOs is its alignment with the type of assessment for the topic under consideration. CLOs prescribe what students are expected to demonstrate on what they have learned, whereas the assessment plan shows how they will demonstrate their learning. As CLOs are statements that predict what learners will gain as a result oflearning, a well written CLO thus clearly indicate the types of assessment that are appropriate, and the skills and knowledge the learner will have to demonstrate to succeed in the course. To ensureeffective learning outcomes, there is a need for the constructive alignment of the curriculum, which ensures that the PLOs, the CLOs, the instructional strategy, and the assessment techniques, allcomplement each other. The academic success for students is not demonstrated in terms of what they should remember, but with what they are able to apply the acquired knowledge to.

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

2.7.4 - Performance of outgoing students in internal assessment

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

290

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.

The system of continuous internal assessment through tests, seminars, assignments, sessional work, classroom discussions, presentations and such other means allows teachers to monitor and assess the progress of students. This system also helps students to get a feedback about their progress during mid-course so

that they can work towards improvement. Based on their performance, students are advised and encouraged to attend remedial/tutorial classes that are included in the teaching schedules. These provide an opportunity to both advanced and slow learners to meet faculty members for individual- or smaller group-based learning sessions. Such sessions facilitate adherence to high standards of teaching-learning, academic rigor with minimum or no dilution of the course content.Students are encouraged to optimize their potential through special opportunities provided to them like competitions,etc.

Platforms for enabling students to participate in diverse curricular and co-curricular forums likeparticipation in literary and cultural events are consistently organized.

File Description	Documents
Documentary evidence in respect to claim	[View File](#)
Any other relevant information	**No File Uploaded**

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

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

3

File Description	Documents
Data as per Data Template	[View File](#)
Sanction letter from the funding agency	[View File](#)
Any other relevant information	[View File](#)

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

8,40,000

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes	One of the above

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	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	One of the above

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

3.2 - Research Publications

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

31

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

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

24

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

3.3 - Outreach Activities

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

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

9

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

508

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

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

04

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

315

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.

The college has conducted various Outreach activities during the year 2021-2022 such as:establishment of counselling cell in order to provide free onlie counselling for students and community people to overcome the stress after pandemic, interactive session on Health awareness and vaccination,Role of Diet & Exercise for good health during pandemic were conducted. Vaccination camp for faculty, students parents and community people was organised in collaboration with municipal corporation health department.college cunducted various activities such as tree plantation for green campus,self made bird feeders were installed in the campus and nearby areas, compost plant was set up by dumping plant waste from the campus thereby making campus clean and preparing organic mannure. Session was conducted on Aviod Single Use of Plastic.Various competitions , celebration of important days, guest lectures ,medical camps etc at lab schools are the regular feature of college outreach activities.All these activities help the students to get sensitised towards the needs of underprivileged community.All the faculty and students actively participated inside and outside the college ,and effort is made to awareness and sensitization about the social issues confronting about the public and community at large.Activities planned and conducted by the college helps the student teachers to take such issues in their real life also

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

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

04

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

3.4 - Collaboration and Linkages

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

01

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

01

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

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

04

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	**Five/Six of the above**

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	

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Marathwada College of Education was established in 1970, it is one of the prominent institution of teacher education in the region, it is known for its excellent infrastructure, meritorious university results, campus placement, and research work. NCTE issues guidelines regarding staffing pattern but also regarding infrastructure. The college is having huge land area and built-up area as per the requirement of the NCTE. The college is having six units of B.Ed. and as per the requirement of NCTE the college should possess land area admeasuring 4000 sq.mt and built-up area of 4000 sq. mt. (1500+2500 sq.mt.). The total area of the campus is 17.24 Acres; the built-up area of college building is 5655.11 sq. mtrs. Hence, the college is having more land and built-up area than the prescribed requirement of the NCTE.

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

10

File Description	Documents
Data as per Data Template	[View File](#)
Geo-tagged photographs	[View File](#)
Link to relevant page on the Institutional website	https://marathwadacollege.com/facilities.html
Any other relevant information	[View File](#)

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

90000

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.

The college has always been at the forefront in introducing new technologies in all aspect of college, like Accounts, Office, Teaching learning, library, administration, etc. Computerization of library was initiated way back in 1999 with a module for entry of books, accession of books, data and records of accession, purchase of new editions, books, etc.

College installed ILMS software in the library in 2015, the following are features of Library Automation –

1. **Latest and high configuration PCs**
2. **Advanced software module for Library automation purchased from Qualsoft.**
3. **Accession of books by the students & staff by using RF ID, biometric.**
4. **Data of books in the database of software**

Facility of accessing e journals, books, etc. by using INFLIBNET, N-list.

The college library is computerized, three desktops with dedicated cubicles are reserved for the students who are pursuing research. All the computers in the library are having internet connectivity, these computers access INFLIBNET and e journals which are subscribed by the library. Customized library software enable to access books.

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	**Nil**
Any other relevant information	[View File](#)

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

Nil

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

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

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

Nil

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

200

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	<u>View File</u>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	**Nil**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	<u>View File</u>
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

MCE always emphasise on the use of ICT for official work, classroom teaching learning, library and practice teaching by the faculty and the students. Infact the college was the first in the region to introduce Use of Multimedia in Microteaching lessons. Students not only learned this skill but also incorporated the same in their practice teaching.

The college is having broadband connection with routers, the speed is 100mbps, there are more than 30 computers in the college. All these computers are connected with LAN network and maximum PCs can access internet through wifi. Old computers had to be discarded and their working parts are well utilized in other computers and are made functional.

There are ten LCD projectors, the projectors are installed in the classroom, faculty uses LCD projectors in their day to day teaching.

Tally software is used by the Accountant for maintaining accounts of the college. Routine Expenses, tuition fees, salary disbursement, scholarships, etc. is done with the help of tally.

Library is computerised, INFLIBNET facility is available, there is reading room with separate cubicles with PCs connected with LAN networking facility. Students and research scholars access research material through it.

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

4.3.2 - Student – Computer ratio during the academic year

1:30

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:	D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	**No File Uploaded**
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	<u>View File</u>
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	**No File Uploaded**
Link to videos of the e-content development facilities	**Nil**
List the equipment purchased for claimed facilities along with the relevant bills	<u>View File</u>
Link to the e-content developed by the faculty of the institution	**Nil**
Any other relevant information	<u>View File</u>

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

Principal constitute committees like library, ICT, Laboratory, etc. These committees are responsible for the maintaining and utilizing physical, academic and support facilities. Committees also hold meetings periodically and decides on the strategy, for example library committee collects requisition of the books from the faculty and decide to purchase books depending on the syllabus and requirement. The requirement is forwarded to the Principal and on availability of budget, books are purchased. The college is having a Finance Committee, this committee approves proposed list of books based on the available budget.

File Description	Documents
Appropriate link(s) on the institutional website	https://marathwadacollege.com/aqar-2020-21/aqar-2020-21.html
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	**Four of the above**

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

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

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

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

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

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	**No File Uploaded**

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

File Description	Documents
Data as per Data template	**No File Uploaded**
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	**No File Uploaded**

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
40	270

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

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

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

38

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

21

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

5.3 - Student Participation and Activities

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

University has not taken any initiative in forming Students Council for the academic year 2021-2022

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

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

17

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

5.4 - Alumni Engagement

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

The Alumni of the college comes under non-registered but functional category. Following are the two main contributions of Alumni in the growth and development of the institution:

- **The alumni of the college have always played an active role in**

the development of the institution. Some of our illustrious Alumni are placed as Deans, Head of the Departments at the University, Heads of the reputed schools in the city. It's a great asset that 90% of the college faculty is the alumni of the college.

- Alumni are continuously in touch with the college. Various suggestions are received in the light of which improvements are made in teaching learning practices and staff- student support. Alumni serving as Heads of the schools provide details of vacancies in their institutions to the placement cell of the college. Eminent Alumni are invited for interactive conduct guest lectures with students, which lead to productive interaction and experience sharing. Such interactions help in developing professional competencies among students.

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

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	Five/Six of the above

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

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

Nil

File Description	Documents
Data as per Data Template	**No File Uploaded**
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	**No File Uploaded**
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

Following are the mechanism through which Alumni Association acts as effective support system by:

- The members of the association share their success stories in their respective fields during their interaction with the students. They also share how college has contributed in their all-round development by laying equal emphasis on academics as well as co-curricular activities and community services. Through such interactions, the association guides the students and shares valuable insights for developing professional competencies. The members of the Alumni Association visit the college maintain their links with the students, staff and colleagues and provide academic and moral encouragement.
- The members encourage students to pursue higher studies: They provide academic or technical expertise and career advice with the aim to achieve transformative personal development of the students. They have a significantly positive impact on students' academic achievement and help them to be successful in professional careers. The Alumni serving at our Lab schools guide and help the students to overcome difficulties faced during internship and other activities.

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.

Vision:Marathwada College of Education has always strived to be the Centre of Excellence by providing world class 'Teacher Education' to students from all sections of the society. Mission: Marathwada College of Education envisages to impart quality training with commitment to excellence. The college endorses to impart value added education with efficient and competent manpower, excellent infrastructure and innovation in teacher training and research programmes in order to generate globally competitive and skilled teachers, researchers and thorough professionals.

In the light of vision and mission, the processes adopted to achieve the goals are as follows:

- The academic calendar was prepared keeping in view the calendar of Dr. Babasaheb Ambedkar Marathwada University and the vision, mission and strategic year plan of the institution.

- The committees are formed and respective coordinators and members are allotted

- The strategic plan for one year is prepared by doing SWOT analysis and analysis of feedback from the previous year.

- The students' academic curricular and co-curricular activities calendar is prepared along with the time table.

- The students and faculty development programmes are planned.

- The programmes for research development of faculty and students are planned.

- The Purchase committee asks for requisition of required learning resources from various committees.

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

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

Marathwada College of Education supports decentralization and participative management. One example of this has been the Annual admissions conducted in 2021-22. As our college has both Grant and non-Grant sections and total intake capacity is 300 (100 in grant in aid and 200 in Non Grant units) .We follow centralized admission process and University rules for admission protocols. The Principal and IQACcoordinator selects a Core Admissions Committee consisting of a Convener, Coordinator, counselor's, Documents verifying committee, Percentage verifying committee, Custodian, etc. The convener of the Admissions committee met various committees in charge on a daily basis to discuss rules and important notices. All members followed the advice procedures, as listed by the University. Prior to the admissions, the Core Committee organised Pre Admissions counseling. The non-teaching staff played a significant part. Printing and sorting applications were responsibilities assigned to the administrative office. The IT staff members handled all the uploading of data on the MH CET portal. The Accounts Office handled matters related to College fees. IQAC ensures that all important notices are punctually placed on the Marathwada college website.

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

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial,

academic, administrative and other functions in not more than 100 - 200 words.

Financial-The Institution accounts are audited regularly. To monitor the financial expenditure, the College has an internal audit system headed by the Principal, and the external audit is done by the Government. Every year the College accounts are audited by government and management auditors. There is transparency in all transactions of the College. In finance management computerization is used. Salary bills are prepared on computers. Academic- The Academic audit committee is headed by principal; a committee is formed every year for academic audit, comprising principal, two senior faculty members and senior clerk and accountant. The feedback collected is analysed and discussed with the principal and IQAC Co-coordinator. The members of the staff together arrive at decisions to bring about qualitative improvement in the institution's functioning. The IQAC and Academic audit committees also meet from time to time to analyze the feedback received. Administrative- The administrator maintains the transparency in the day today dealing with the faculty, students and non-teaching staff through planning and equal distribution of work .Performance of the administrator was evaluated at 3600 angle by Teaching, Non-teaching staff, students, parents and various stakeholders of the institution.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](#)
Any other relevant information	**No File Uploaded**

6.2 - Strategy Development and Deployment

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

The IQAC prepared the goals and strategy was prepared to achieve the goals of 2021-22. Marathwada College of Education Under IQAC cell conducts meeting and one of the agenda of meeting was to encourage faculty for getting patents . As per meeting agenda the IQAC took the initiative and guided the faculty. Under IQAC Cell ,the IPR (Intellectual property right) cell conducted the meeting to encourage the faculty for taking initiative and efforts for developing innovative ideas in teaching /learning,and develop some material related to teaching and learning. One of the Faculty Dr.Khan Zeenat Muzaffar develops one Psychological tool "Mental health battery" to assess the mental health of Adolescent children.

This psychological tool was the outcome of the Major research project sanctioned by ICSSR(IMPRESS-MHRD New Delhi). This tool was published by Prasad Psycho Pvt lth New Delhi and copyright is with @Prasadpsycho 2020.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://marathwadacollege.com/aqar-2020-21/aqar-2020-21.html
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

- **The functioning of Marathwada College of education policies, administrative set up, appointment and service rules, procedures are as per Maharashtra statute, Minority rules governed by UGC New Delhi and Dr.Babasaheb Ambedkar Marathwada University Aurangabad.**
- **The Policy making bodies of Institution are IQAC and CDC governed by the Governing body of Maulana Azad education society**
- **The organizational structure is as per norms. The functioning of the various committees and cells are controlled by the Principal, IQAC Coordinator and College development committee (CDC) of the institution.**
- **The duties of different committees are allotted at the initiation of each academic year and responsibilities are shouldered to the coordinator and members.**
- **To ensure smooth functioning of each cell and committee, the activities under these committees are monitored and regulated from time to time and every three months meetings are conducted and evaluated.**
- **The meetings are chaired by Principal and IQAC coordinator and the agenda of the meeting was discussed and unanimous decision was taken for conduction activity under each committee.**
- **During pandemic most of the activities are conducted online and for few activities blended mode was used as per feasibility and availability.**

File Description	Documents
Link to organogram on the institutional website	https://marathwadacollege.com/aqar-2020-21/aqar-2020-21.html
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

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

The meetings of various committees are held every three months and as and when required to meet the purposes that require fulfillment. Each committee has a coordinator and members, meetings are conducted by respective coordinators before initiation of each activity for smooth functioning. The same is discussed with the IQAC coordinator and details are forwarded to the principal through the IQAC coordinator.

The Marathwada College of Education Under Go Green club conducted ameeting and it was tentatively decided that in the month of December, the go green club will conduct a few activities in order to bring awareness among students about environmental protection and conservation. A program of poster competition was conducted on 2

December 2021, the themes for poster presentation were 1) Reducing carbon emissions, sustainability and technology, Solid waste management, Green House effect, and Climate change. Dr. Baheti from Y.B College of Pharmacy was called as a Judge for the competition and prizes were distributed to the winner

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

6.3 - Faculty Empowerment Strategies

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

- Credit Society is run by Management to provide financial assistance to the Non-teaching staff
- The institution provides loan facilities to Non-teaching staff. The Institutional level welfare scheme (Dr.Rafiq Zakaria Welfare scheme is run for poor and needy students .This scheme also provides assistance to Non -teaching members.
- Benefits in the form of leave, retirement, medical facilities provided as per the guidelines of the Maharashtra Government and Dr. Babasaheb Ambedkar Marathwada University Aurangabad.
- The Marathwada College of Education, Aurangabad Staff availed casual leaves, child care leaves and pay leaves as per the provisions of Maharashtra Government
- Procedural support was extended to teachers in the form of study leave, duty leave and post-doctoral leave.
- The Health aid center was fully maintained with facilities like first aid kit, blood pressure machine, weighing machine and few medicines.
- Free Vaccination camp was organised for teaching and Non teaching staff, students on 26 and 27 October 2021.
- The staff that enabled the availability of health facilities and reimbursement/reduction of medical bills.

One of our Teaching faculty member Dr.Khan Tanveer Habbeb suffered from Covid-19 and was treated in Apple Hospital for 15 days under Government welfare measure scheme, she reimbursed 83 thousand amount

for treatment of corona till this date.

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

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

0

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	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.

nil

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

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

14

File Description	Documents
Data as per Data Template	[View File]()
Copy of Course completion certificates	[View File]()
Any other relevant information	**No File Uploaded**

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

- **Marathwada College of Education every year seeks information about the academic milestones and achievements of the faculty members such as publications, conferences attended, papers presented, major and minor projects Guest lectures/resource person etc.**

- **Teaching Faculty appraisal Mechanism: The institution has a performance appraisal system .The Academic audit committee is prepared, in which the Principal, IQAC coordinator and senior faculty members evaluate performance of all teaching and Non-teaching staff members. The teacher's lectures are observed in the class by the principal and IQAC coordinator and evaluated in standard proforma of evaluation prepared and developed by the college. The data was tabulated and analysed and accordingly feedback was given to each faculty. The teaching and non-teaching faculty feedback is collected from students.**

The final confidential report is sent every year to management. A mechanism is followed at the end of every academic year. The self-appraisal mechanism is also followed in which data from 360angles was collected at the end of every academic year.

- **Non-Teaching Appraisal: The College followed the Performance Appraisal procedure as per UGC norms. The Administrative Officer prepared an appraisal report for each staff member for the year. Constructive feedback was given to each staff member, providing insights on ways in which they can enhance their productivity and performance level.**

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

6.4 - Financial Management and Resource Mobilization

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

- **The financial status of Marathwada College of Education was reviewed by the Principal and the Internal finance committee periodically and the Governing Body studied the audited statement for the same.**
- **An Internal audit took place continuously as part of every financial transaction, through the Section Officer of Accounts, Principal and Finance committee.**
- **For any new projects or activities initiated, funding from College was sought, (other than those from the main grant sanctioned by UGC). A detailed proposal had to be submitted by the Faculty to the Principal.**
- **The Purchase and Finance committees meticulously discuss the necessity of the proposed expenditure. In case the proposal was passed, a final sanction was sought from the Management**

- **through IQAC cell and principal.**
- **After that all expenses were carefully monitored. Timely submission of bills was a prerequisite for the release of any money.**
- **External auditors were also appointed to audit the finances of the college. The Chartered Accountant, who works as an auditor is appointed by the Governing Body of the College. Utilization Grant Certificates were verified by the external auditor. The last available audited statement is dated 16 september 2021 -and does not present any audit objections.**

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

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

Nil

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.

- **Marathwada College of education has 6 units of 50 students each. Out of these one is Urdu (Grant in aid), one is Marathi (grant in aid) , two units of English (Non Grant),one Marathi (Non Grant) and One Urdu (Non Grant)**

- **Financial assistance (of 100%) is provided through UGC grants for Grant In Aid section**
- **Non Grant sections are self-financed.**
- **Financial transparency and integrity the accounts of the non-grant sections are operated jointly by the Principal and two members of the Management. Purchase processes under various areas are done in a streamlined manner through a duly constituted Finance Committee. Requisitions from academic as well as administrative departments are placed before the Committee, which subsequently calls for 3 quotations from the concerned vendors/suppliers and purchase orders are given as per the lowest quoted rates. Further bills are passed for payment by the Committee only after due certification and verification by the in-charges. All payments are made effective through cheques. However petty can expenses are done in cash on a daily basis with close monitoring of the petty cash book by the Principal on daily basis. Books of accounts are maintained separately in both grant and non-grant sections and regularly audited by the auditors appointed by the Management. Accounts are maintained in tally.**

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

IQAC is playing a significant role in providing support services to the students for the attainment of their Academic Goals. Its role in preparing Academic Calendar, finalization of activities to be organized beginning from the admission process to the final evaluation of the students is vital and dynamic. It helps in monitoring, supervising and guiding the activities of the faculty members and the students. Optimum use of the resources available for effective functioning of institute has always been the prime focus of IQAC.

The year 2020 was unique because there was a sudden lockdown, Educational Institutions were closed indefinitely throughout the

country. Schools were the hardest to be hit with the lockdown. In turn B.Ed. colleges were also greatly affected as Schools are considered to be laboratory where students spend almost five months in their two year stint in the B.Ed. course.

Some of the initiatives taken by IQAC cell and CDC are as follows-

1. Conduction of theory classes through online mode
2. Preparation of CAS proposals for teachers
3. First year admission for the Academic year 2021- 2022
4. Mictroteaching Activity through online mode
5. COVID Awareness through Internship Activity
6. Completion of NAAC Accreditation duration
7. Second year counselling programme

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

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

The teaching learning in the academic year 2020-2021 was mostly through online mode, teachers ensured that syllabus is covered online, various platforms were used by the faculty like Zoom Video, Google Classroom TeachMint, etc. to reach the students.

In our college curriculum transaction is done by appointing subject committees -

*   Subject committees are formed. Coordinators are appointed to look after the progress and activities of their respective subjects. On an average three meetings in a year are held for discussions.
*   Subject coordinators along with the members plan for the activities i.e. seminars, practicum, tutorial etc.
*   Meetings and discussion are conducted to plan and monitor the teaching learning process.
*   Feedback of the teacher's performance is obtained from the students.
*   Grievance and Redressal mechanism is adopted

- **Arrangement of school principals and teachers for observing demonstration lessons by the faculty**
- **Recording of the demonstration lessons**

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

6

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

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

File Description	Documents
Data as per Data Template	<u>View File</u>
Link to the minutes of the meeting of IQAC	<u>http://marathwadacollege.com/aqar-2020-21/aqar-2020</u>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<u>http://marathwadacollege.com/index.html#</u>
Consolidated report of Academic Administrative Audit (AAA)	<u>View File</u>
e-Copies of the accreditations and certifications	<u>View File</u>
• Supporting document of participation in NIRF	**No File Uploaded**
Feedback analysis report	**No File Uploaded**
Any other relevant information	<u>View File</u>

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

Academic: Elective/Optional subjects: I Cycle: In the first cycle of NAAC Accreditation the College offers only 2 elective subjects for B.Ed. II year Course i.e. Educational Administration and Management and Educational Evaluation and measurement II Cycle: In the second cycle the College increased the number of electives subjects upto 4 electives i.e., Physical Education, Value education, Environmental Education and Computer in Education. III Cycle: In the third cycle the College again increased the number of electives subjects upto 5 electives i.e. Distance education, Value education, Guidance and Counseling, Environmental Education, and Computer in Education. Increase in Linkages I Cycle: In the first cycle the college had linkage with Dr.Babasaheb Ambedkar Marathwada University and Practice teaching Urdu, Marathi and English medium schools. II Cycle: In the second cycle the College increased the linkages to National Level to IGNOU and YCMOU, BAMU and Practice teaching Urdu, Marathi and English medium schools. III: Cycle: In the third cycle the College again increased the linkage to International level i.e. the college started the Annual International Journal of Reflective

Research in social sciences, IGNOU , MANUU and YCMOU, Dr. B.A.M. University and Practice teaching Urdu, Marathi and English medium schools.

File Description	Documents
Relevant documentary evidence in support of the claim	No File Uploaded
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.

Marathwada College of education is at all times concern and conscious about energy conservation and follows measures to minimize indiscriminate or wasteful energy consumption.

During the induction/counselling program of students - they are informed and instructed about various measures to save energy.

Go green club was established in 2011 and its members are allotted task of sensitizing energy saving behaviours.

Solar panels were installed on the terrace of the college building in 2016

- Wherever the tube lights or bulbs is to be replaced. LED light is used to minimise energy consumption.
- 10 nos of LED or Tube Lights replaced
- Board are displayed near the entrance and exit of college having message " Switch off lights and fans when not in use"
- Electrical appliances of college office, principal office and IQAC are having backup of solar energy for electrical supply.

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

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

brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

```
Waste management

    • Dry and wet waste was segregated before disposal.
    • The wet waste is used in compost pit for converting into
      organic manure. The organic manure was used in campus for
      plants.
    • Dry wastage collected and handed over to Municipal
      Corporation.
    • E-waste disposal was also done as per policy document.
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File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
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	Three of the above

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	All 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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

(a)Endeavour for carbon neutrality

- **For printing- both side of the paper is used.**
- **Waste paper is used for doing rough work.**
- **Faculty and students were informed by sending scanned copies of notices, time-table through email and WhatsApp.**
- **Test of the students were conducted using Google form and other online means.**
- **College publishes e-journal, for publication of research papers and articles.**
- **Students were asked to make Eco-friendly cotton bags and paper bags.**

(a) Cleanliness

- **The campus lawns are cleaned regularly.**
- **College organizes Cleanliness drive with the help of students.**
- **The cleanliness of campus is maintained in collaboration with the horticulture department of the sister institute in campus.**

(b)Campus - green campus

- **Bird feeders were installed on trees of campus.**
- **We encourage student not to use SINGLE USE PLASTIC.**
- **Vehicles are not allowed in the campus - but ask to park in parking a zone.**
- **Students are encouraged and motivated to use e-vehicles.**
- **Paperless office - our office send notice is through email and Whatsapp.**
- **Green landscaping is there in the campus.**

- **Campus is smoking free.**
- **Green audit is conducted by Botany department of Maulana Azad College.**
- **Plantation programme was conducted thereafter the students planted tree at their places.**

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

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants | **All of the above**

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

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

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

Environmental awareness in vicinity of school or college

- **Awareness really in the vicinity of the college.**
- **Tree plantation drive was organized.**
- **Celebration of Environment Day and Ozone Day.**
- **Poster Competition was organized for the students.**

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	**B. Any 3 of the above**

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	**No File Uploaded**
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	**No File Uploaded**

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

1. Composite

Composite was prepared by the waste collected in the campus

1. Teaching community children's

- **During the internship program the people teacher taught the children in the school having the problem of learning**

1. Children who lost their parents during pandemic were done psychological counseling.

- **Guidance and Counselling Programme was Organized by college for the guidance of students passing 10th Std Exams.**

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	**No File Uploaded**

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

Use of ICT for teaching-learning,assessment and management during pandemic

- **PPTs were used for teaching-learning activities.**
- **For Teaching-Learning Video conferencing apps like Zoom, Google-meet was used.**
- **Conselling, Microteaching and Practice teaching were conducted online using virtual platform.**
- **Teach-mint and Google classroom were used for teaching-learning process.**
- **Online Assessment was done - for which Google forms and quizzes were used.**
- **Meeting of staff is organized online via video conferencing apps.**
- **Whatsapp Groups of Faculty, Non-Teaching staff and each class of students were made.**
- **For internal communication and coordination WhatsApp was used.**

Mentoring

At onset of B.Ed 1st year, students were allotted to different faculty for the purpose of micro-teaching along with itsupervisor were conferred the responsibility of mentorship. so as they guidestudent for academic activities and also help the students in dealing their personal, social and emotional problems.Students were also informed that their supervisor's aretheir mentor.

Use of Concept Attainment Model

A workshop was conducted for teachers and students teaching maths and science to make them aware about Concept Attainment Model and its application in teaching mathematics and science

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	**No File Uploaded**
Any other relevant information	**No File Uploaded**