



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ADARSH EDUCATION COLLEGE

GAT NO. 116/1 115/2 PLOT NO 2 TO 6, 27 TO 33 BHOSA
445001

www.minorityedu.info

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Minority Educational Society's Adarsh Education College was established in the year 2013 in the tribal area of Bhosa village of Yavatmal District which has now been included in the Municipal Cooperation of Yavatmal. Institute strives to maintain high standards not compromising on the quality. Institute is providing quality education to students of rural area

Our integrated approach combines regional, national, and global studies, encouraging students to think globally while acting locally. With our motto "Excel and Prevail," we inspire our students to reach their full potential. Institution is having the well upgraded laboratories and Computer Labs. Institute having the Approved staff as per NCTE and affiliating University Sant Gadge Baba Amravati University norms.

At AEC we appreciate, respect and promote the perspectives, rights and dignity of women and to affirm to these virtues our college has constituted a woman Grievance and Redressed cell and an Anti-Ragging committee.

We believe in the power of social responsibility and community engagement. Through various outreach programs, extension lectures, seminars, and workshops organized in collaboration with different associations, we instil in our students a sense of social awareness and sensitivity towards the upliftment of underprivileged sections of society.

Since our establishment in 2013, Adarsh Education College has been dedicated to nurturing future teachers who possess the skills and mindset to address real-world challenges. With a student-friendly atmosphere and employment-oriented programs, we provide an ideal environment for academic pursuit.

Vision

To be an academic fraternity of individuals dedicated to the motto of **excellence and service**. We strive to reach out to the star of perfection through an earnest academic pursuit for excellence and our efforts blossom into 'service' through our creative and empathetic involvement in the society to transform it.

Mission

To be a nurturing ground for an individual's to prepare them as outstanding educators, to advance the profession of education, as broadly defined, through research on the science and art of teaching and learning, the application of clinical processes, the effective uses of technology, and the analysis and development of leadership and educational policy.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Committed, Supportive management with a vision and mission.
- High morale is maintained.
- Well qualified and dedicated faculty members.
- Transparency and accountability in governance.
- Adequate learning resources and expanding infrastructural augmentation.
- Continuous quality inputs to sustain trustworthiness of stakeholders.
- Encouraging modern strategic models.
- Innovative assessment procedures.
- Adequate infrastructural facilities for academics, sports and cultural activities to discover innate talents of student teachers.
- Effective public relations with Government officials, Parent University, Practice teaching schools, Parents and Stakeholders.
- Assigning responsibilities to Student Council members to promote leadership.
- Neat, clean, safe and Pollution-free campus with positive ambiance for operative learning.
- Systematic feedback analyses from stakeholders and students
- Technology based educational practices
- Redefined the Professional Standard of Teachers.
- Outcome Based Education is in practice

Institutional Weakness

- Lack of educational awareness among parents.
- Insufficient Number of Research Volumes and Journals in the library
- Soft skill and communication skills of students need to be improved.
- Public transportation facilities in the area from their village are not adequate which poses a problem to students from far off places to reach the college.
- Lack of service units like NCC, Scouts & Guide etc. for more organise service training for professionals.
- Owing to limited research funding by government agencies, less number of research projects.

Institutional Opportunity

- Highly qualified, efficient and committed faculty members who are capable of organizing and conducting high quality seminars, workshops, conferences is an added opportunity to further partner with eminent institutions to carry out certificate programmes, add on courses etc. this will provide the scope to create more teaching-learning material and contribute to various fields of education.
- AEC has developed its own credibility and established strong bonds with other institutions and universities and strengthen research and innovation.
- Strengthening of training for competitive examinations.
- Increase in the number of skill-oriented courses.
- Management support.
- Geographical advantage.
- Moving away from single stream college of B.Ed. to a Multidisciplinary institution.
- Increase in the number of skill-oriented courses

Institutional Challenge

- It is a challenge to obtain the Grants and Funding for pursuing research projects.
- To constantly enhance student enrollment.
- To motivate students to develop critical and analytical thinking and to cultivate in them an endeavouring passion to pursue higher education.
- Socially and economically backward students with low aptitude in language and quantitative skills.
- Developing soft skills and communication skills among students.
- Many number of colleges run in vicinity area that's its difficult to get admissions.
- Highly qualified and eligible staff does not remains for long time due to large numbers of colleges are available to them.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Adarsh Education College, Yavatmal strictly follows to the curriculum prescribed by Sant Gadge Baba Amravati University. It actively contributes to curriculum revision workshops and various workshop and meetings. The institution employs several "Quality Enhancing Academic Strategies" that enhance the effectiveness of the teaching and learning process for prospective teachers. The principal conducts an induction meeting to plan a detailed schedule of curricular and co-curricular activities at the start of each academic session. This meeting serves as a platform to discuss and outline the activities that will be carried out throughout the academic year. Syllabus is implemented considering the PLOs and CLOs of the course. For achieving the curriculum objectives faculty follows various innovative teaching methods i.e. collaborative, cooperative, team teaching, Brain Storming etc. Teacher Orientation and Student Induction programs are organized to orient the teachers and students.

Students are given an opportunity to choose elective and pedagogy subjects based on their qualification and needs. College regularly updates the pedagogy and infrastructure for proper implementation of the curriculum. College conducts many value added courses for the skill development and professional growth of the students. Apart from the curriculum, students are given an opportunity to choose a course according to their aptitude, capacity, skill, taste, aspiration from the value added course. College encourages, guides and provides necessary facilities to the students admitted for self study course.

Curriculum has been designed for the holistic development of the students to achieve this various activities and programs are organized in the college. Various seminars, school visits are organized to familiarize students with various school boards. Internship program is organized to enable students to apply the knowledge acquired in real life or in her profession. Experiential learning is specially facilitated through internship, action research project and field visit, extracurricular activities like various competitions, academic-cultural-social activities, special days and outreach activities.

College focuses on effective implementation of curriculum and to make students employable and a good citizen of society. Every year feedback has been taken from different stakeholders. Feedback is analyzed and action taken report is displayed on college website.

Teaching-learning and Evaluation

At AEC, we adopt a student-centric approach to the teaching and learning process. The students are admitted from centralized admission process coming from different backgrounds and with varied qualifications. As per varying learning needs for teaching learning process various new methodologies used by faculty. Various lectures on new trends, seminars on personality development, value added courses are organized and use of technology for teaching and learning is compulsory.

For developing Teaching Competency Micro- Practice and Internship is observed by peer and college faculty with their feedback, here we give opportunity of remedial teaching for all needy student teachers. All the faculties are well qualified, cooperative, energetic, self motivated for professional developments. Various In house discussions held for different educational policies, faculties attend various Universities, state, National, International level seminars & conference. Publishing of Research Paper, Published various Reference Books.

Teaching and learning process aligned with CLOs-PLOs laid down by affiliating University Assessment of each course is transparent and robust. Evaluation of all these activities is done continuously by offline mode with assessment strategies prescribed by Sant Gadge Baba Amravati University. Main purpose of evolution is given instant feedback while conducting demo lessons for their improvement as per school environment. As per necessity of course internal assessment of learning is conducted in various ways like theoretical, practical, oral and performance. For student teachers Academic Development Committee provide various facilities like Book bank, Reading Hall, Computer Lab and N-list. Student's teacher's grievances regarding examinations are solved by examination grievance redressal committee.

Infrastructure and Learning Resources

Adarsh Education College is having physical facilities as per the NCTE norms Classrooms, Laboratories, ICT Centre, Playground, Seminar hall, Multi-purpose hall, Store room, Library, reading room, Required labortary, common rooms and all the required facilities are available. The college campus spans approximately 1acres, with a built-up area of around 1865 square meters.

The college library is fully automated, utilizing the Koha Software. Both teachers and students have access to e-journals subscribed by the college library, as well as e-books that have been purchased. Additionally, they can avail themselves of e-resources (e-journals and e-books) through the DOAJ and Pre-Quest.

To keep pace with the evolving technology and society, the ICT facilities are regularly updated, ensuring that the college meets the new demands. The college has established effective systems and procedures for maintaining and utilizing its facilities. The College Advisory and Development Committee assumes responsibility for the overall planning and development of the college. Regular collection of requirements for physical, academic, and support facilities, along with the maintenance of existing ones, is carried out under the guidance of the aforementioned committees. Moreover, suggestions from stakeholders are taken into consideration during this process.

Student Support and Progression

Adarsh Education college offers different types of support to enrich its students not only in the form of

academic, but also in the form of various skills. All cell and committees of the institution helps the students in improving their skills to deal very effectively with the growing demands of the teaching profession. Placement cell not only provides job opportunity information's timely but also provide guidance for competitive examinations, career counselling, and directed towards jobs, well suited based on the qualification and aptitude of the students of second year.

We motivate our students for skill enhancement. To achieve this, college organizes various activities like job fair, guest lectures, seminars on research. We encourage our students for higher education. Many of our students complete their higher education. They have qualified in state / national level examinations such as SLET/NET/TET/CTET. College has a very active student council on this they represent different roles on committees of the college.

Students are engaged in various capability-building and skill enhancement activities, ensuring their holistic development. The institution offers a range of student support facilities, including vehicle parking, common rooms, recreational facilities, first aid and medical aid, , a book bank, safe drinking water, and separate toilets for girls and disabled individuals.

Governance, Leadership and Management

AEC follows a democratic mode of governance, with stakeholders. Actively participating in its administration. Decentralization is done in such a way to involve everyone and make everyone feel responsible and important. For effective governance, administration of the college is decentralized, and participatory Academic transparency is maintained by communicating student's performance.

1. Strategy development in higher educational institutions ensures quality and the improvement of efficiency in functioning.
2. The trust members actively engage in the institution's activities and provide motivation and support.
3. The committees are formed as per the activities outlined in the academic calendar. The committees are responsible for the effective planning and implementation of all the activities under the guidance and advice of the Principal and IQAC Coordinator of the Institute
4. AEC has effective welfare measures for B.Ed. staff, in order to attract, motivate, and retain them.
5. Our college has a well designed Performance Appraisal System for both teaching and non-teaching staff, as it is an integral part of human resource management.
6. Budgeting and auditing procedures are regular and standardized.
7. IQAC consistently works towards incremental strategies to make the functioning of the institute effective and smooth.
8. We have established a grievance redressal mechanism to address the concerns and grievances of various stakeholders, including faculty, students, and others.

This collaborative effort has taken the college to new heights every year, aspiring for higher competitive goals in leadership, governance, and in its institutional values. The institution tirelessly strives towards fulfilling its vision of becoming a centre for excellence with a mission to provide best academic environment along with sound value system to its students.

Institutional Values and Best Practices

AEC is committed to the promise of environmental protection, energy conservation and optimum use of alternate energy, this will ensure an environmentally clean and healthy campus. While every effort is taken with regard to management of solid, liquid and e-waste periodical instructions are given to the students to realize the policy “Less waste, more cleanliness and more cleanliness better health.” The college initiates the students in the projects of vermin-compost, rain water harvesting and plastic free campus and promotes green cover, aesthetically and purposefully with the maintenance of trees. It is worth mentioning that the students are familiarized with community resources, practices and customs through field visits and extension lectures.

- The institution demonstrates responsiveness to evolving educational, social, and market demands.
- Value-added courses are offered by the institution to facilitate the holistic development of students.
- The institution emphasizes outcome-based education and implements various related practices.
- Students are provided with platforms to express their views, opinions, and feelings, ensuring their active participation and engagement.
- The distinctiveness of college lies in promoting integrated personality development of students.
- The institution has a stated energy, waste, water and green cover management policy which is reflected in its commitment towards maintaining a clean, green, plastic and pollution free environment in the campus, keeping in view the sustainable development goals.

By adhering to these principles and practices, the institution strives to make a meaningful impact on society and nurture well-rounded individuals equipped to contribute positively to their communities.

Research and Outreach Activities

AEC is active and encouraging research environment amongst teaching staff and students has designed the research policy, to raise the research and hence involve the staff and students to undertake various research activities. It involves study leaves, organizational support and monitory support for faculty development program. The college organizing different outreach and community related social awareness programs, health care programs, and environmentally friendly activities to take part in social development and contribute to the growth of society.

- The institution promotes faculty involvement with various research organizations and institutions, fostering collaborations and partnerships.
- The institution provides support for professional development activities that engage teachers in research and educational advancements.
- Faculty members are encouraged to publish their research work in reputable educational forums, contributing to the dissemination of knowledge.
- The institution fosters a culture of research among its student community, encouraging their active participation in research activities and the presentation of their work.
- Faculty members are encouraged to engage in outreach activities related to research, extending the institution's impact beyond its immediate boundaries.
- Faculty members are encouraged to provide consulting services to the school sector, leveraging their expertise to actively contribute to their respective fields.
- The institution takes responsibility for addressing community needs and organizes relevant programs such as social service rallies, educational literacy campaigns, and other initiatives.

The college has collaborations and maintains good relations with other reputable colleges and schools for internships and student placement. The college has its own webpage.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ADARSH EDUCATION COLLEGE
Address	Gat No. 116/1 115/2 Plot No 2 to 6, 27 to 33 Bhosa
City	Yavatmal
State	Maharashtra
Pin	445001
Website	www.minorityedu.info

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Rudrakumar Ramteke	07232-8275164095	8275164095	-	minorityedu@gmail.com
Associate Professor	Nita Prabhakar Raut	-	9860954265	-	aec903ytl@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Status-1(391375824966195).pdf
If Yes, Specify minority status	
Religious	Muslim
Linguistic	Urdu
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	Sant Gadge Baba Amravati University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	24-03-2013	9999	Permanent Recognition

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Gat No. 116/1 115/2 Plot No 2 to 6, 27 to 33 Bhosa	Tribal	1	1865

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,Education	22	UG	English,Hindi,Marathi	50	50

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				7			
Recruited	0	0	0	0	0	0	0	0	3	4	0	7
Yet to Recruit	0				1				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				8			
Recruited	0	0	0	0	0	0	0	0	3	5	0	8
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				5
Recruited	3	2	0	5
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	3	2	0	5
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	3	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	4	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	21	0	0	0	21
	Female	29	0	0	0	29
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	4	2	1	3
	Female	1	0	0	2
	Others	0	0	0	0
ST	Male	2	2	2	2
	Female	0	0	0	1
	Others	0	0	0	0
OBC	Male	4	7	8	8
	Female	6	12	6	13
	Others	0	0	0	0
General	Male	11	9	7	8
	Female	22	17	25	13
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		50	49	49	50

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The college adheres to the vision of National Education policy ,I.e. ,to provide high quality education and to develop human resources in our nation as global citizens. I) Society has started an multidisciplinary subjects from the academic session 2023-24 as per the National Educational Policy 2020. In order to provide the holistic academic growth among students , Multidisciplinary curriculum is being offered which gives freedom to the student to choose their preferred options from the range of courses offered by the institution Emphasizing the key principal of NEP the college provides diversity for all curriculum and pedagogy with technological innovations in teaching and learning encouraging</p>
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	<p>critical thinking and creativity Integration of Drama & Art, Use of ICT in teaching learning process are some of the multidisciplinary courses offered the programs value added courses involvement of students in programmers of National priority skill development workshops are some of the programs organized by the college to develop all round capacities of the students. II) The faculty encourages the students to identify, analyze are innovative, creative and unique to the teaching learning process .The college has linkages to various schools and voluntary organization which help the management to prepare the student teachers as per the demands of the global industry . III) The aim is to make the students equipped, so that they don't need to rely on Government jobs but instead have a way towards self-employment.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Students often face difficulties in obtaining copies of their certificate / mark sheets whenever they lost or destroyed. Maintaining academic award in a digital depository would enable educational Institution, students and employers' online access / retrieval / verification of digitized academic awards and climate fraudulent practices such as forging certificates and mark sheets. I) The institution's preparedness for implementing the Academic Bank of Credits depends upon the guidelines of the affiliated university and the Higher Education Department, Pune. As our college is affiliated to Sant Gadge Baba Amravati University , Maharashtra (SGBAU) and all the certificates and degrees are provide by our university itself. II) Keeping in view the problems faced by the students, the SGBAU is planing to register on ABC portal & ABC IDs will be provided to all admitted students in the session 2024-2025. Academic Credits earned by students previously could be forwarded when the students enters the programme again. For monitoring ABC, Proper technical support system will be created by the affiliating university.</p>
<p>3. Skill development:</p>	<p>The vision and core values of the institution is promoting skill and Value- Based Quality Education , hence the college takes efforts to inculcate positivity among the student teachers. I) The Institution arranges an skill development like Personality Development, ECO Friendly Products, Smart Room Technology, Classroom Management. II) Institution also assists students in identifying & developing their</p>

	<p>academic & career interest, and to set their short term and long term goals through counselling. III) To enhance the employability and teaching skills of future teachers expert lectures and workshops are arranged.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>I) Regarding the adoption of Indian language the college offers Indian languages like Marathi, Hindi and Urdu College envisages on the preservation and promotion of mother tongue/ native languages II) Bahase-bazzi competition is organized in college for student to develop interest in the language and get motivated toward it. Eassy competitions are arranged. III) Teaching –learning instruction is imparted bilingually in the institution</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Out Come – Based Education (OBE) IS pedagogical MODEL That Entails The Restructuring Off curricular pedagogy and assessment practices to reflect the achievement of high –order learning .the objectives set out in the Nep on obe are competency , standard ,bench marks , And Attainment OF targets in In addition to this the OBE incorporates three elements theory of education .A systematic structure of education and a specific approach to instructional P practice the college curriculum of both the courses in designed keeping in mind of both the courses is designed keeping in mind the regional and the global requirement .the College clearly states the programs out come (pos) ,Program specific outcomes (psos) and the course outcomes (cos) the courses offered are designed with outcomes cantered on the levels elaborated by Blooms cantered on the levels elaborated by blooms cantered on the levels elaborated by blooms taxonomy apart from the domain specific skills learning outcomes at all levels ensure socialres possessiveness and ethics , as well as entrepreneurial skill so that student contribute proactively to economic environment al and course outcomes (cos) on the po-pso philosophy ALL courses syllabus has been designed with due consideration to micro economic and social needs at larde so as to apply spirit of NEP thus IN order to achieve the learning outcomes ,variety of approaches in teaching learning process like Lectures seminar ,tutorials/workshop /Practical AND project – Base LEARNING field work , technology and research work are adapted by the college.</p>

<p>6. Distance education/online education:</p>	<p>The college has used the opportunity and potential of the faculty and infrastructure in offering the courses through online platforms during the pandemic. Students were the regular B.ed. courses. New through online platforms during the pandemic students were the regular B.ed. courses. New Through online platforms during the pandemic students were the regular B.ed. courses. New Technologies involving artificial intelligence machine learning, block chains, handheld computing devices and adaptive computer testing devices will be introduced as value added courses to the students. Technology will be used to improve multiple aspects of education for the benefit of the students. This requires institutional arrangements with regard to infrastructure that ought to be provided for teacher educators and students. This requires institutional arrangements with regard to infrastructure that ought to be provided for teacher educators encourages use of online portals, online presentation, seminar, puzzles, quizzers, google forms and so on. Google classrooms supports the students. In communication and collaboration with other. There are numerous challenges in online assessment and examination. The existing digital platforms and examination. The existing digital platforms are used extensively but equipment will be expanded further to need meet the current and future challenges.</p>
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Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Adarsh Education College has established the Electoral Literacy Club, with the primary objective of sensitizing the student community about their democratic rights, which include the crucial act of casting votes in elections. To provide students with an experiential understanding of the democratic setup, the club organizes mock polling activities. Additionally, the club conducts a range of engaging programs such as poster presentations, debates, essay writing competitions, and other initiatives that foster awareness and understanding of electoral procedures among the students.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and</p>	<p>Whether students' co-ordinate and co-ordination faculty members are appointed by the College and</p>

<p>whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Whether the ELCs are functional ? Professor ELC coordinator 2. Dr.Professor Sarijani Umbarkar Second year B.Ed student Student Representative 3. Mr. Gaurav Akkulwar Second year B.Ed student Student Representative 4. Ms. Sweta Hedau First year B.Ed student Student Representative 5. Ms. Bhakti Joshi First year B.Ed student Student Representative</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>1. In the Institution various Student representatives are elected in the Democratic ways in the various Committees and Societies during the course the students are involved and they learn responsibility of the leaders or head to make the working of Committees / Societies successful. 2. Voter's literacy campaign was organized to foster awareness and generate interest among faculty members, students as well as various sections of society. 3. A debate competition was organized, providing a platform for students to engage in lively discussions and articulate their viewpoints. Participants showcased their oratory skills, critical thinking, and persuasive abilities, fostering intellectual growth and promoting healthy competition. 4. Our students actively engage in Voter Awareness Campaigns with the objective of educating the residents of neighbouring places.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>I) Counseling students through Lectures during the selection of the college various Student representatives or their appointments on various bodies. As well as by lectures on voter days, voter awareness, counseling of students to increase voter turnout and encouraging students to vote on public holidays on polling days. II) The ELC strives to create initiatives that facilitate a clear understanding of the significance of an individual's vote. These efforts aim to ensure that individuals exercise their right to vote confidently, comfortably, and with a strong commitment to ethical practices. Therefore in the upcoming Vidhan Sabha election Institute is planning to conduct an "Voter Awareness Campaign "in the vicinity area.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Institution always prompts the theme of Electoral Literacy Campaign (ELC) awaking the Young generations about the democratic rights given by the Indian Constitutions of which every Indians should be proud and be executed on the day of polling I) Institution collects an Voters ID from the Students</p>

and encouraged the students to enroll their names in voting list. II) . Additionally, the ELC of Institution conducts various interactive programs such as debates, and essay writing competitions, aiming to raise awareness about electoral procedures among the students.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
98	99	100	100	100
File Description		Document		
Institutional data in prescribed format		View Document		
Other Upload Files				
1		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	50	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	24	24	24
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	50	50	50	46
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
45	49	50	50	46
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	50	50	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1**

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	8	8	8	8
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	8	8	8	8
File Description		Document		
University letter with respect to sanction of p		View Document		

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
6.12	3.46	2.72	3.31	3.60
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2

Number of Computers in the institution for academic purposes..

Response: 10

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Adarsh Education College strictly follows the curriculum prescribed by S.G.B.A University Amravati. Which gives us important quality of effectiveness of education process student learn through practical and real experiences like co-curricular activity peer teaching, group discussion, webinar, seminar, field work, internship teaching

STEPS INCLUDE:-

- As per guideline S.G.B.A University Amravati faculty members ensure systematic curriculum delivery.
- Instructional designs, credit based evaluation give emphases on environmental & women education

ACADEMIC CALENDER:-

It helps to work properly which year wise allotted 209 working days including field work and practice teaching theory.

PAST PLANNING/ IMPLEMENTATION PHASE:-

According to academic calendar college faculty allot class time and required periods for theory and practical

- In College time table general theory papers classes given in the morning session and practical session afternoon session
- Apart from that many programs are arrange according to academic calendar
- Aademic council headed by the principal make out the plan for curricular and co-curricular activities
- The faculty member contributed in many workshops & seminars to discuss the curriculum construction as per today's needs.
- Daily planning & weekly planning do for the reviews & draw back due to fulfill Remedial purpose
- Inviting experts for planning of latest method, evaluation techniques and new methodology.
- Educational trip are organized by college related to curriculum for boasting theoretical knowledge
- Moral Value Educational is an important part of curriculum.

- For updating students knowledge many course offered institute like value added courses
- For the developing in the teaching practice ICT lab and language lab is upgraded

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Paste link for additional information	View Document

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**
- 4. Employers**
- 5. Experts**
- 6. Students**
- 7. Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

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

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

Response: B. Any 3 of the above

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

1.2 Academic Flexibility

1.2.1

Curriculum provides adequate choice of courses to students as optional / electives including

pedagogy courses for which teachers are available**Response:** 22.22**1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	4	4	4

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	18	18	18	18

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

1.2.2**Average Number of Value-added courses offered during the last five years****Response:** 1**1.2.2.1 Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document

1.2.3

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

Response: 15.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
19	17	16	15	12

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document

1.2.4

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

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

Response: B. Any 3 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

1.2.5

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

Response: 4.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	0	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Curriculum of our Adarsh B.Ed College provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Curriculum of the B.Ed. program S.G.B.A.U Amravati provides opportunities for the students to acquire

and demonstrate knowledge, skills, values and attitudes related to various learning areas Knowledge: Now a day's teacher should be a all rounded knowledge acquirer and knowledge creator in the curriculum. Contemplative all these aspects of thought process are included in the curriculum so that the trained teacher can better perform the role of integrating the enhanced skills at the primary higher primary secondary level with a multi-disciplinary integrated approach for a universal approach and develop it scientifically to the students in the first year of the curriculum. Micro Teaching, Technology Based Teaching, Model based teaching followed by practice lessons and compulsory subjects include child psychology, history of Indian education, teaching methods, educational evaluation, two subject teaching methods in ICT optional subject along with one month internship, social service workshop, while in the second year, school management, educational guidance and counseling, along with a teaching method, a four-month internship including all aspects of an ideal knowledge-worshipping teacher, ruler, and nation-building teacher coach by including all these aspects, the four-month internship is being done through this organization. Skills:- Skills such as Emotional Intelligence, Critical Thinking, Communication Skills, inter personal skills, ICT, Collaboration with others etc. are introduced in the theory, practical and projects in all courses. Students are exposed to the application of these concepts and use it in the classrooms. ADARSH COLLEGE OF EDUCATION that reflect the significance of various skills and competencies in teacher education.

Activities both individual and group (academic and co-scholastic)like writing articles for college magazine, graffiti art work in classrooms, poster making, competitions, debates, discussions, essay writing, activities of various clubs and committees, dance and music are all built in modalities that fine tune student teachers skills, competencies for scientific and literary temper to integrate the enhanced skills. Values: Some areas in the syllabi were designed in such a manner to instill values in the students, a sense of worthiness towards the teaching profession and valuing their decisions to take up the course. At the Undergraduate level, an interdisciplinary approach is implemented in the subject 'Reading and Reflecting Texts' wherein students read the passage, reflect upon it and analysis by using the critical reading strategy thereby reading between lines. In this manner student teachers are able to develop language skills as well as critical thinking skills, reflective and problem-solving skills. Similarly entrepreneurial skills are developed through a subject course titled 'Educational Management,' giving students a benefit of becoming entrepreneurs and acquiring managerial skills. BED-106 Information and Communication Technology subject is there in syllabus. which provide computer education as basic subjects in B.Ed. first year and advanced students level in B.Ed. second year which gives great advantage to student teachers in acquiring soft skills required knowledge, attitude and skills. Critical thinking skills are developed inculcating a platform for decision making in the areas of pedagogical approaches. Attitudes: Input sessions, competitions such as academic, intellectual and co – scholastic areas are provided to give them opportunities to participate and to develop in the students' knowledge, attitudes, values, skills of team spirit, leadership and communication skills, for holistic development. A right attitude towards the course is planned by their respective mentors. The two years B.Ed. curriculum throws light on the progress of their reflections, imbibing the right attitudes and demonstrating it which helps students teacher shine their future in teaching professions and develop interest

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document

1.3.2

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

Response:

Student of all the teacher education programmes running in the institution are all well known about diversities in school system in india. As we know the school engagement programme Intership all reflect the practical knowldege in curriculum.

- **All theoretical knowledge help students to understand concepts and principles importance and components of educational management of different levels.**
- **All the physical resources are maintain and organize given through curriculum.**
- **Students are made aware of various activity through curriculum.**
- **Students of B.Ed make the profile of the school with stage specific specialation as per their curriculum.**
- **Student observe and prepare profile depicting the functioning of school in their Internship.**
- **The Students are also familiarized with school system during the induction session conducted before the commencement of internship program.**
- **Students are asked to observe different type of schools in rural and urban area for example government, private elementary and secondary schools.**
- **After that students are made to analyze and study the infrastructure facilities, physical resources admission policy, evaluation teaching pedagogy, different roles and responsibilities of staff members.**
- **Student observe and perceive the presence of functional differences among school for expansion of knowledge.**
- **In Internship programme students are also familiar with assessment system in school.**
- **Student observed different types of evaluation policy in different types of schools for example government and private.**
- **The Observation and practice of these different Boards of norms and standard lead the student to understand the diversity in school education system.**
- **Student teacher absorb such standards so as to provide the diverse needs of students.**
- **It helps to student for their comprehensive development.**
- **Student observe and compare various in admission.**
- **Procedure, curriculum, transaction, assessment system are in different board. We arrange the visits to different places like college of special education to study the need of special learners and methods adopted to teach them.**

File Description	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document

1.3.3

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

Response:

Adarsh Education College provides an effective and leading, conducive environment to the prospective teachers for the overall inclusive development including all programme social, moral, cultural and academic aspects.

- The Institution transforms knowledge but provide the prospective teachers and teacher educators with necessary knowlegde and subject skills
- The theoretical and practical is provided through at minutes level
- Students are started grasping knowlegde with therotical and practical with micro teaching and its relevent skills
- After students take practice teaching as per their pedagogy curriculum
- Furter more that student send to intership programmeas as per the precribed syllabus to compliting the objective of professional understanding.
- The Programme during intership gate the students maximum learning outcomes of different subject of different school.
- In the programme of Internship student teacher receive time table from the school
- After getting time table they plan their teaching sessions and various activity which they have to take in this internship
- They used teaching- learning stategies which they gained in college
- Student teacher used number of audio visual aids providing diversity in the classroom
- They prepared different type of lesson plans that is simulated, Herbertian, model based, ICT based Value based constrective approach based and teach accordingly as per their plan
- The Student teacher grasp therotical and practical knowlegde through various teaching learning strategies
- Student teacher learn value like co-operation, sharing, responsibility sympathy and respect towards society from collaborative learning approach as per tutoring and experiential learning etc.
- Need and topic decided the strategies of teaching.
- Interns are made aware of diagonistic and remedial teaching to identify weak students and solve their academic problem.
- In order to weak students can survive with other students in studies. Thus this teaching practices imporve the teaching skills.
- Schools arrange the special attention on special leaner with the permission of school administration.

- The Student teachers are not only part of teaching but they are participating in different co-curricular activities like morning assemblies, celebration etc.
- Students teachers not only merge in curricular experiences but also co-curricular activity daily attendance, admission, result, record, stock register.
- In this process feedback is necessary stage, they observe the lessons of experienced teacher of their subject and bring importance change in teaching profession which help in developing interest and respect in teaching profession

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: B. Any 4 of the above

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

1.4.2

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 99.6

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

2.1.2

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

Response: 90

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	15	27	28	16

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

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 8.03

2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	5	4	0

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

Learners are assisted by various methods after admission of the student teacher in the institute ensuring possible all round knowledge been provided to the students till the completion of course. Levels of learning give structure and clarity to the learning objectives of a course, Students of the B.Ed. Course are already an Bachelor in the field of Arts, Science or Commerce even though the Teacher Education Course is the new field for students therefore various, Orientation Program, Counseling, Peer learning, Bi-lingual approach, web-, links, E-Resources Library books, Value added course and other Methods are employed to track the students and increase their learning progress. In Order to understand subject additional reading material and books are suggested and are made available to increase their understanding of the subject. New ideas and concept organized in the beginning of the session of recognize the talent in areas of Drama, Art, Music, Dance. Furthermore fowling steps are taken :-

1. Personal and academic counseling is given to pupil when they need as well as Assignments and group projects are given and evaluated on regularly basis's.
2. Web-links are also suggested to the students to help then in gain knowledge of subject.
3. Motivation for indoor and outdoor game which helps in value.
4. Bi-lingual approach is adopted for explanations and discussion in the class with aim of reaching out each and every learner.
5. Classroom behavior is been taught by the teachers.
6. Peer learning is encouraged through group discussions and presentations this aids in building a culture of team work and helps to develop leadership .
7. Student are made aware of roles and responsibilities towards society.
8. Various academic and co-curricular the activities are organized to optimize the potential of learner's student are made to participate in Inter college, Intra college as well as youth festivals.
9. Students are motivated to study hard and secure number in university examination.
10. E-resources to help the advanced and weaker learners to brighten future.
11. All expert lecture also organized for up gradation for advance learner & other students.
12. Students give the token of appreciation giving cash awards, medals, appreciation certificates and scholarships

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

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**

4. Learning Enhancement / Enrichment inputs**5. Collaborative tasks****6. Assistive Devices and Adaptive Structures (for the differently abled)****7. Multilingual interactions and inputs****Response:** A. Any 5 or more of the above

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

2.2.3**There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students****Response:** Only when students seek support

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

2.2.4**Student-Mentor ratio for the last completed academic year****Response:** 16.33**2.2.4.1 Number of mentors in the Institution****Response:** 6

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

The adoption of a multiple mode approach to teaching and learning, which includes experiential learning, participative learning, problem-solving methodologies, brainstorming, focused group discussions, online modes, and more, greatly enhances student learning in the College. Let's explore each of these methods in detail:

Experiential learning provides students with hands-on experiences, allowing them to actively engage with the subject matter. This approach encourages critical thinking, problem-solving skills, and a deeper understanding of concepts through practical application. This approach focuses on hands-on experiences and practical applications of theoretical concepts. Students are actively involved in activities, experiments, and real-world scenarios that allow them to apply their knowledge and gain a deeper understanding of the subject matter.

Laboratory Experiments

Field Trips and Site Visits

Internships and Industrial Training

Project-Based Learning

Simulations and Virtual Lab

Participative learning involves active student involvement in the learning process. It promotes collaboration, teamwork, and communication skills among students. By encouraging students to participate in discussions, ask questions, and contribute their ideas, this approach fosters a more inclusive and engaging learning environment. Teachers encourage open discussions, group activities, and student presentations, creating an interactive classroom environment. This approach promotes collaboration, critical thinking, and effective communication skills among students.

Problem-solving methodologies help students develop analytical and critical thinking skills. By presenting real-world challenges and guiding students through the problem-solving process, teachers can encourage independent thinking, creativity, and the ability to apply theoretical knowledge to practical situations. Teachers at Adarsh Education College emphasize problem-solving skills by presenting students with real life challenges and complex problems related to their field of study. Students are encouraged to analyse problems, think creatively, and develop innovative solutions. This approach enhances their problem solving abilities and fosters a deeper comprehension of the subject matter.

Brainstorming sessions provide a platform for students to generate ideas, share perspectives, and explore different solutions to a given problem. This approach fosters creativity, encourages active participation, and promotes effective communication and collaboration among students. Brainstorming sessions are conducted to stimulate creative thinking and generate new ideas. Students are encouraged to share their thoughts, suggestions, and opinions freely. This technique promotes active engagement and fosters a positive learning environment where students feel comfortable expressing their ideas.

Focused group discussions allow students to explore specific topics in depth. This approach not only enhances students' understanding of the subject matter but also develops their communication and interpersonal skills. They are organized in small groups, where students exchange ideas, analyse different perspectives, and collectively arrive at conclusions. Focused group discussions promote critical thinking, teamwork, and a deeper understanding of the subject matter.

The incorporation of online modes, such as e-learning platforms, online discussions, and virtual simulations, further enriches the learning experience. Online resources provide access to a vast range of educational materials, facilitate self-paced learning, and promote digital literacy. This includes virtual classrooms, online resources, multimedia presentations, and interactive e-learning platforms. These tools provide students with additional learning opportunities, flexibility, and access to a wide range of educational materials.

By adopting a multiple mode approach to teaching and learning, teachers at Adarsh Education College caters to diverse learning styles, promote ctive engagement, and create a stimulating and inclusive learning environment.

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

2.3.2

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

Response: 76.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	5	6	7	6

File Description	Document
Data as per Data Template	View Document
Link of LMS	View Document

2.3.3

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

Response: 85.71

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

Response: 84

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

2.3.4

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

- 1.Understanding theory courses**
- 2.Practice teaching**
- 3.Internship**

- 4.Out of class room activities**
5.Biomechanical and Kinesiological activities
6.Field sports

Response: B. Any 3 of the above

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

2.3.5

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

Response:

Adarsh Education College has a strong mentorship structure in place, with each faculty continually mentoring students on academic, professional, and personal levels. Many students who required aid in personal, academic, or professional concerns were effectively mentored, allowing them to better handle their difficulties and emerge from challenging situations graciously.

Our college provides several opportunities for mentor-mente relationships to cater with students' diversity. To sustain an effective mentoring relationship, faculty members recognise, reflect on, and connect with different learners. Tutorials are taken by the teachers as per the needs of the learners. During the tutorial sessions, the lecturers identify any gaps and get them filled. The institution also provides a variety of value-added courses for students to further develop their interests and intellectual abilities, and to empower weak students. Yoga, English Language Communication Skill, and ICT are main value-added course and students develop skill in those areas. Microteaching sessions are there for sharpening skills.

Knowing each student's interests, strengths, and goals allows mentors to encourage students to engage in school- or community-based activities that help build skills toward a known passion, or to try new activities and expand a student's self-awareness and sense of self-efficacy as identified by participants in mentoring programs nationwide – may be organized into four general categories: attitude and character; professional competence and experience; communication skills; and interpersonal skills.

Working in groups has always been an important aspect of our organisation. Teachers guide and assist their pupils and form the strong bonds necessary for a healthy interaction among team members (team spirit). Students generate fresh ideas to create a wide range of practical models, charts, and instructional

aids. They are motivated to construct knowledge on their own. Teachers and students form bonds when they participate in social, cultural, and recreational activities such as community service projects (visit), youth festivals, tutoring etc.

Our college campus offers a wide range of academic, cultural, which helps in all round development of pupil teachers. Mentors lessen the stress of their mantes by teaching them different skills such as time management, presenting skills, social skills. College also provides free coaching and guidance for various national and state level test such as B.Ed. Entrance Test, UGC-NET, TET and CTET.

There is also a provision for instructors to develop their professional skills. Employees are encouraged to participate in orientation, refresher courses, the Induction Training Programme, workshops, seminars, and symposiums hosted by government and non-governmental organisations. Teachers, in turn, encourage their mentees to deliver seminars and participate in debates, declamations, and symposiums. Every student is encouraged to use updated technology. They have access to the computer lab and the internet, which they may use to stay up to speed on the current developments in their topic as well as in education.

Mentoring within schools promotes teacher retention and consistency among educators. Mentoring programs not only increase job satisfaction and help teachers to emerge as leaders within their schools, but also have a positive effect on student achievement and engagement. Knowing each student's interests, strengths, and goals allows mentors to encourage students to engage in school- or community-based activities that help build skills toward a known passion, or to try new activities and expand a student's self-awareness and sense of self-efficacy.

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

2.3.6

Institution provides exposure to students about recent developments in the field of education through

- 1. Special lectures by experts**
- 2. 'Book reading' & discussion on it**
- 3. Discussion on recent policies & regulations**
- 4. Teacher presented seminars for benefit of teachers & students**
- 5. Use of media for various aspects of education**
- 6. Discussions showcasing the linkages of various contexts of education- from local to regional to**

national to global

Response: B. Any 4 of the above

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

2.3.7

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

Response:

Adarsh Education College (AEC) All disciplines in the college have taken initiative to make teaching learning process more live, learner centered, and student centered and proactive. There is a provision to full-fledged computer lab which provides the student proper access to the internet connectivity. Our teachers follow various innovative teaching methods to make teaching learning more interesting. Students are always encouraged to take full advantage of the various opportunities offered at college. All the facilities available in the college is being used judiciously to make the teaching learning process focused on creativity, innovativeness, rational thinking competency Inculcation, acquisition of life skill and inculcation of values Teaching pedagogies have been altered over time to facilitate innovation, use of ICT enabled devices by the colleges helps in producing efficient teaching learning outcomes. On every day the organization period takes the form of a weekly assembly which provided a pre-experience to organize the school assembly; which is usually held in the College portico for the entire student population of the college. Field visits and nature rambling instruction through models of teaching and collaborative learning experiences through peer-tutoring and team teaching. The problem-based practicum's and innovative lessons/ instructional resource designing exercise provide opportunities for innovations, critical thinking, and creative designing. The plus concept infused chart/still model design is worth mentioning on grounds of experimental output in teacher education even on an international platform.

In addition to this AEC has been providing guidance to not only present students but also to who have passed out. There are various examples of the students who did not have much confidence but today are placed in esteem school organizations. The teachers regularly monitored students after each session of counseling and encouraged and trained him to participate in different co curricular activities of college. After that he represented the college in different fields like theatre, fine arts items; still life drawing, yoga, sports etc. He is a true example of nurturing creativity, life skills, empathy, and everything.

The following events would give a wider aspect of the creative, critical, and empathetic dimensions Imparted to the students. Creativity is developed through ,Talent Hunt Arts, Literary Fest College Magazines, Academic/Creative Writing ,Innovativeness is developed through Lesson template preparation ,Based on Models of Teaching Innovative Lesson template, ICT Oriented Lessons Activity, Oriented Classes Practicum's , Practical works, Seminars, Assignments , Development of Educational, Research tools, Social Visit , Group Discussions ,Participation in Rural Reconstruction ,Working with Community ,Yoga and Aerobic Practices Morning Prayer , Sports Day , Career Development Programmes , Field Trip.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: C. Any 4 or 5 of the above

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

2.4.2

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

Response: A. Any 8 or more of the above

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

2.4.3

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

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**

4. Classroom teaching learning situations along with teacher and peer feedback

Response: B. Any 3 of the above

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

2.4.4

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

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

Response: B. Any 3 or 4 of the above

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

2.4.5

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

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**

5. Evolving learning sequences (learning activities) for online as well as face to face situations**Response:** A. All of the above

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

2.4.6

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

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

Response: B. Any 4 of the above

File Description	Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Response:

Internship programme is systematically planned according to the university syllabus. Possible dates of Internship programme are mentioned in the Institute calendar

School Selection :

The practicing schools are selected on the basis of the proximity of the student teachers residence to the school, availability of facilities and type of school (Government, aided, private, public). After the consent of school, the teacher in-charges of internship programme with the consent of head of the institution visit and meet with the school principals / school authorities. The lists of pupil teachers are sent to the assigned school of teaching practice. The students are allotted schools keeping in mind the medium of instruction, accommodating capacity and subject wise requirement of the schools.

Communication is shared regarding dates, classes and the ratio of student teachers, rubrics, criteria for evaluation / observation among college principal and staff members.

Orientation to students going for internship:

Before the commencement of internship, an orientation programme is organised and detailed instructions are given to student-teachers. During Internship, the student-teachers are required to undertake a variety of activities relating to classroom teaching, classroom management, and organisation of school-based and community based activities of teaching. The student-teachers are required to develop a repertoire of understandings, competencies, and skills.

The task of teacher supervisor :

Lessons are observed by the teacher educators at regular intervals and our teacher educators verify whether the students rectify the correction given in the previous observation. All the lessons are observed by the mentor. Necessary instructions are given to the student teachers based on the feedback received.

The task of teacher supervisor is to assess the student teachers activities along with the guidance to be offered. The teacher supervisor evaluates the copies of the pupil teachers from time to time. The

performance of the students is duly observed by the accompanying teacher in charge, school subject teachers and the peer group. The remarks are not recorded in a ritual manner but they are suggestive in nature for the further polishing of teaching skills of the prospective teachers. By the end of internship programme it is duly certified by the head of the practicing school.

While planning internship programme the institutions takes care of providing exposure of variety of schools to interns. Student teachers perform various internship activities in schools with systematic supervisory support and feedback from faculty as per university prescribed curriculum. While planning internship programme the institutions takes care of providing exposure of variety of schools to interns. Student teachers perform various internship activities in schools with systematic supervisory support and feedback from faculty as per university prescribed curriculum.

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

2.4.9

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

Response: 12

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

Response: 4

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

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**

- 5.PTA meetings
- 6.Assessment of student learning – home assignments & tests
- 7.Organizing academic and cultural events
- 8.Maintaining documents
- 9.Administrative responsibilities- experience/exposure
- 10.Preparation of progress reports

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Response:

1.Preparatory Phase and Teaching Phase:

During admissions, the principal meets the enrolled students personally to observe their attitudes and dedication towards the teaching profession. A pathway is laid during the induction programme to induce the teacher behavioural components. Everyday assembly is a platform for reading and reflecting on teachers' role and responsibilities to instill the fundamentals of this career towards the society. These initiatives are a deliberate effort to align them into this profession.

Teacher Educators Role:

They assist student teachers in planning period plans and assessment tools and the content developed. Demonstration lessons by the teacher educators is modelled. The teacher educators identifies special schools, orient them to apply theoretical, pedagogical & practical knowledge during the internship. They also monitor interns' progress, provide feedback, assist students in finding required assistive technology resources. The teacher educators serve as a liaison with the special school personnel.

Role of School Principals:

They monitor discipline, conduct, completion of class schedule, substitution classes allotted, co-habitation skills, participation in all school programmes, attesting on completion of projects and

dynamism of the student teacher trainees.

Role of School Teachers:

The pupil teachers are under the supervision of senior teachers of the school who act as mentors. The classroom performance is observed and evaluated by the mentors and suitable feedback and corrective measures are suggested to them. School teachers assign various duties to student teachers like checking of answer scripts, maintenance of attendance register, organization of co-curricular activities, correction of home-work notebooks, maintenance of classroom discipline etc.

Role of Peers:

Peers observe lessons delivered by each pupil teacher and provide feedback, which helps the pupil teachers to be aware of their strengths and weaknesses. Hence he/she can improve him/herself. During internship programme peer groups collectively performs various assigned duties of co-curricular events for its successful completion.

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

2.4.12

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

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

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

Response: C. Any 2 or 3 of the above

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

2.4.13

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

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

Response: B. Any 4 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Any other relevant information	View Document

2.5 Teacher Profile and Quality**2.5.1**

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

Response: 97.5

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document

2.5.2

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

Response: 89.74

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 7

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 6.86

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

Response: 48

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Response:

Adarsh Education College allows the faculty members to attend orientation, refresher course, the induction training program, workshops, seminars, and symposium hosted by government and non government organizations. Following these programs, the institution offers faculty development program through IQAS (Internal Quality Assurance Cell) in the form of seminars, where professors may exchange their experience with their colleagues. Staff members are also permitted to act as resource persons in seminars, workshop, and other events at the university, colleges, and schools, and they also participate in college activities as resource person. Staff members are encouraged by the principal to deliver papers in national, international, and state-level conferences and workshops, for this reason, teachers can avail duty leave. The administration provides support and encourages book writing and article writing, are also encouraged to publish their articles in reputed journals. The usage of cutting -edge technology is encouraged for all academic members. They have access to the computer lab and the internet, which they may use to stay informed about the most recent developments in their field and in education. Faculty members are allowed to do academic tasks including assessment, paper settings, invigilation of exams etc. Each year, the university assign a few of our faculty members serve on several specials duties like

coordinator of skills in teaching, syllabus revision, flying squad during the university exams, external examiner for viva-voce and member of selection panel etc. The institute promotes the staff improve their qualification for professional or career growth. The faculty members are free to take advantage of the chance to pursue higher education through FDF (Faculty development program).The institution felicitates the faculty member when they get an honour .The institution's management honours the performance of the teacher educator by giving awards each year. In meeting and through the announcement, The finest performance is also recognised. The principal also encourages staff members to pursue PhD .all these kind of facilities and exposure provided to them helps the teacher to grow professionally and keep themselves updated with the new education trends .

File Description	Document
Documentary evidence to support the claims	View Document

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

Response:

Adarsh Education College is affiliated to Sant Gadge Baba Amravati University, the college follows continuous internal evaluation as prescribed by the University, students performance is monitored by keep a record of each performance in each activity. At the beginning of the academic year, faculty members inform the students about various components, criterias in the assessment process during the academic year through orientation. There is internal evaluation of each theory paper which is based on class attendance, practicals, written assignments, presentation and exhibition. The internal assessment test schedules are prepared as per the university and communicated to the students well in advance. The internal assessment criteria of Sant Gadge Baba Amravati University is followed for the distribution of marks in each subject. Practical and question paper is prepared by teaching faculty regarding their subjects as per the pattern of the university. Question paper pattern and the answers scripts are evaluated by concerned subject faculty and marks list is prepared. In teaching practice, we get opinion of concerned teaching practice school, about students punctuality, sincerity, performance, obedience. There is complete transparency in the result of internal practicals and assignment. There is also a provision for improvement in continuous evaluation to improve their progress. Students can come and discuss with teachers how to improve in the final exams. Internal evaluation for practical subject of B.Ed is monitored by keeping the records of practical files, specified practical work such as teaching practice and dissertation work. Teachers maintain all the record of academic, co-curricular and extracurricular activities of the students and assess internal based on their performance. The performance of the students in the internals is also monitored by the Principal and the necessary feedback is given to the concerned faculty members. The marks in the internal examination are communicated to the parents / guardians and they are advised to note the performance of their wards and take remedial measures if needed.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Response:

The examination committee resolves any grievances related to internal examinations in timely manner. If the student have any grievances related to University examinations the examination committee brings into notice of University authorities and takes all the kind of backup to resolve the issues. Grievance may be there due to typing error in question, incomplete question, question being mould, out of syllabus

and error in distributions of marks. If any such grievance is reported at the examination hall then appropriate action is taken by the Examination-in-charge. The grievance is at first verified with the respective subject teachers. The house test copies are shown to students by respective subject teachers after evaluation. So any grievance related to marks by the student is immediately clarified by the subject teacher and rectified if necessary. After this The faculty members in charge of various theory papers consolidate the internal marks which comprise of all the tests, assignments done by the students throughout the Semester. Internal examination grievances are cleared by showing the corrected answer sheet to student. He/she many times have grievance after comparison with fellow student's answer sheet. This is satisfied by Evaluator/concerned faculty member by explaining the reason for difference of marks. For complete transparency in semester theory examination conducted by other centre and for practical examination, university assigned an examiner from other college. University examination result may be challenged by re-evaluation. Form for scrutiny/re-evaluation is shared by the university after about a month from the result declaration. Scrutiny process is for checking of total marks and for any unchecked portion in the answer sheet whereas re-evaluation process is carried out by re-evaluation of answer sheet by another faculty member. This whole process is conducted in such a way so as the student gets updated result within the same semester; hence it is a time-bound process. Further, it is also efficient as its being done with honesty. The corrected answer papers of the students are distributed to them for the verification by the students and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the institution notice board. The marks obtained by the students in internal assessment tests are uploaded periodically on the institution notice board. Noting the values in observation and validating the theoretical aspects student must submit lab record regularly. Day to day performance of the students is assessed for every experiment which includes regularity, performance, viva, and the promptness in submitting the record. For lab courses, the marks/grade scored by the student for each experiment is indicated in the observation/record. The independent learning, practical approach to the real-time applications is tested by viva. To ensure the transparency and curb the mall practices the university has introduced jumbling system and theory end examinations are conducted at a centre other than the college.

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

2.6.4

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

Response:

Response:

Adarsh Education College is affiliated to Sant Gadge Baba Amravati University the college strictly follows the academic calendar of University. The examination committee of the college decides

the dates on which the students have to do the internal work and submission deadlines. B.Ed. is a full time two years course that covers various activities. The college functions as per the school schedule for practice lessons and internships. Every year in college, academic planning is done as decided by the university. We have an annual pattern of examinations. The academic calendar is prepared in the college even before the commencement of the academic year. The coordination of working days and holidays is decided in advance while preparing the academic calendar. While preparing the academic calendar, various assessments to be conducted during the year and the time required for them are planned. Various types of internal evaluations are conducted throughout the year. In which evaluation is done through demonstrations, projects, seminars, power point presentations, organizing various programs and pre-exams etc.

Faculty Members observe and evaluate different types of lessons, ranging from micro-teaching to integrated lessons, technology based lessons, team teaching lessons, models of teaching lessons, and practice lessons. Also, a record of the activities of the students is evaluated by visiting the concerned school for the internship period. During the internship periods, the various academic abilities of the teaching subjects and the performance of the students in the course are evaluated. Various programs are conducted continuously throughout the academic year. For e.g. Student teachers are evaluated throughout the year through various cultural programs, various days celebrations, lectures by subject experts, seminars, workshops, cultural fest, various placements, educational field visits, exhibitions, various competitions, games/sports etc. Similarly, an annual social gathering is also organized at the end of the academic year. The heads of each committee monitor the quality of teaching learning through daily monitoring of teaching-learning activities.

The college principal conducts meetings with the heads of various committees to develop strategies for effective implementation of the curriculum. Referring to the university calendar, the teachers prepare the institution's academic calendar, including academic courses and co-curricular activities. A group of 15-25 students is assigned a staff member for individual guidance for the mentor mentee group. Teaching learning is a student centric process using techniques such as team building, peer learning, group discussion, and brainstorming, etc. Student feedback taken at the end of the academic year, and as per suggestions, action is taken accordingly. Academic flexibility is provided with individualized attention for the student.

Additional lectures/Remedial teaching is organized for slow learners. Gifted learners are encouraged; Students are motivated to refer journals, books, online resources. Seminars are conducted on advanced topics, and Students inspired to participate in project competitions. Expert opinions are regularly sought from schools, academics, and alumni on the curriculum. Feedback from the Principals of various schools encourages students to do better.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

Response:

The program of B.Ed. syllabus laid down by Sant Gadge Baba Amravati University is revised in when need to meet the current trends in education. Syllabus indicating learning objectives is easily available to students and teachers in the college library, on the college website, and University website. PLOs and CLOs are aligned with the vision and mission of the Adarsh Education College, not only imparts quality education to student teachers but also focuses on student development by inculcating moral values, discipline, and quality education in students. It recognizes the potential of students by creating opportunities to participate in various activities in the society. While conducting the B.Ed. program, the college takes care that the students are inculcated with the right abilities, skills and knowledge etc.

The college has a set mechanism in place to ensure that stated PLOs and CLOS are aligned throughout the semester by course teachers in the following ways :

- Continuous internal assessments are performed regularly and student grades are recorded, helping to predict their academic progress.
- Appropriate teaching methods are used to achieve effective learning outcomes.
- Participation in various literary and cultural programs, competitive activities such as debates idioms, essay writing contests, quizzes, test.
- Participation in various classroom activities such as group discussions and seminars and also in extracurricular activities such as morning assembly, tree planting campaigns. awareness camps, etc.
- Participation in community activities such as the visits to orphanages, blood donation camp, old age home, Environment Awareness rally.
- Parents are informed on regular basis about the academic performance of their children
- Placement record, feedback from alumni regarding their job and excellence in various competitive exams ensures the alignment of stated PLOs and CLOS.

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

2.7.2

Average pass percentage of students during the last five years

Response: 97.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
45	49	50	49	45

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

2.7.3

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

Response:

Response:

Adarsh Education College conducts the curriculum prescribed by Sant Gadge Baba Amravati University. The curriculum is accordance to new trends and well planned. The B.Ed. curriculum has been designed with a view to developing various skills among the students to meet the growing needs of the present education situation. Subjects mentioned in the curriculum are with the view of the holistic development of student teachers. In B.Ed. curriculum we conduct internal demonstrations, seminars, presentations, various types of lessons and their presentations, internship programs, cultural programs, Yoga and sports, social services activities, celebration of days, educational trips, field visits, examinations, group discussions, I.C.T practical etc. Students are evaluated through all the above activities. Remedial teaching is done keeping in mind the needs of weaker students in academic activities. Also, the f activities are implemented to encourage the students.

Various activities are organized through the college with the aim of personal development of the students. For e.g. Value added courses, Orientation Programs. Giving lectures based on life skills, Delivering lectures under research topics, Various lectures for better physical and mental health of students, lectures for protection under Women Empowerment, lectures and presentations based on NEP-2020, various seminars and workshops related to educational or social issues/subjects etc. All the above things are beneficial to the students future and self improvement. The student welfare cell of the college helps in solving the academic and mental problems of the students.

Employment opportunities are provided for the students through the college. Principals and teachers of various reputed schools in vicinity area to come to the college and taken interviews with students, thereby select the right students and giving them an opportunity to work in their school. Provide employment opportunities for the students by assessing their work of the students during the internship period.

B.Ed. Students who drop out of class are also followed up by the college. B. Ed. College takes information about the field in which the passing out students make their debut and in which professional field they excel. Also, information about who qualifies for any competitive examination is taken through the college. Thus, the progressive performance of the students and attainment of professional and personal qualities as per PLO and CLO are monitored and used for further improvement. Some of the students of college after passing B.Ed., pursue higher education and also serve in various higher or reputed institutions Similarly, some students make good use of the knowledge acquired here to render service in different states or abroad.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 95.83

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

Response: 46

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

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified

learning needs are catered to.

Response:

Response:

Every parents wants its child to achieve excellence in their field with this intention from parents there wards are admitted to Adarsh Education College for the purpose of becoming excellent teacher. Students do not have any experience in this field at the time of entry. The college mainly does the important work of teacher training. The curriculum laid down by Sant Gadge Baba Amravati University is implemented in the college. Students from various backgrounds, like economic, geographical, linguistic, rural, etc. get admission to the college. Students entering college have different learning needs. At the time of admission, these students do not have any skills and experience required for B.Ed. Therefore, they do not have the inherent qualities, abilities, or skills to become teachers.

Students are exposed to various subjects and new streams offered in B.Ed. Of course, e.g. various teaching methods, materials, models, technology-related thought processes, etc. are also seen in teaching. Students show improvement over time. For example, in the first year of B.Ed. in microteaching, students who initially have no knowledge of standing on platforms, communication skill, loud speaking, confidence, blackboard writing, gradually learn integrated lessons, technology based lessons, and all lessons through self-effort and practice with micro lessons. Various cultural events or activities celebrated in the college are organized by the students themselves. Various types of competitions, like reading, speech, writing, music, dance, etc. are voluntarily participated and also show their talent & uniqueness. During the internship period, students conduct short research to solve a problem through action research. They try to solve problems by studying on their own. Also, school, college activities, as well as social activities related to society like cleanliness drive, tree planting, Environment awareness, sports competitions etc. are also participated with equal enthusiasm. Students study and showcase the best of the cultures of various states of India through the arts and drama in education through cultural activities. Also, a close study of an educational or social film gives a better understanding of what is going on in society. Also, proper use of knowledge in the study subject gets more marks. During the inter-residential period, various activities are carried out with great enthusiasm and joy in the respective schools.

PPTs can be created for various seminars within the curriculum using technology efficiently and easily. Various teaching methods as well as pictures, etc. are used in the study lessons. Through the topics of health and yoga, important things related to health are implemented and explained to others. Along with this, students develop self-awareness, ability to face future challenges by understanding their strengths, weaknesses, and opportunities. Students can create their own businesses by identifying their own strengths. Thus, students who are completely unfamiliar with the field of study at the time of admission identify their study needs and seek to meet these needs through college.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.93

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation**4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research****Response:** B. Any 3 of the above

File Description	Document
Sanction letters of award of incentives	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

3.1.4

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

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

Response: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Any additional information	View Document

3.2 Research Publications**3.2.1**

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

Response: 1.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	3	3

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

3.2.2

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

Response: 1.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	1	1	2

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

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 2.8

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	2	3	4

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

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 70.82

3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
67	64	72	68	81

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

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs

awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 84.51

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
88	85	87	79	81

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document

3.3.4

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

Response:

Response:

Teaching, research, and extension are the three pillars of the success of a higher education institution. Adarsh Education College (AEC) undertakes various activities to inculcate social values like teamwork, sustainable living, and a positive attitude. The primary goals of social activities are to foster empathy and a sense of responsibility for society. The college coordinates social awareness programs, health care programs, and environmentally friendly activities to take part in social development and contribute to the growth of society.

The college organizes many programs that promote a feeling of pride and respect for the nation by commemorating National Day, Women's Day, Teachers Day, Science Day, and the birth anniversaries of prominent people in order to make the student teachers aware of society concerns and difficulties. In order to install cultural values among the student teachers, the institution organizes a variety of cultural programs. Student instructors hold a number of competitions throughout their internship to help students develop their leadership skills. It adds in raising educational standards. The college organizes the following activities to promote harmony between the college and society:

1. Our students are imparted experiential knowledge through lectures by experts in various fields. These programs were part of Seminar and Workshops.

2. Under social activities the college organizes programs like “Tree Plantation, Swachh Bharat, Abhiyan, Blood Donation Camp, Plastic collection and Cleanliness drive.

3. Activities focusing on yoga, physical exercise, and meditation are conducted for mental health.

4. Tree plantation programs are organized on the occasion of World Environment Day.

5. Under the Swachh Bharat Abhiyan initiative, activities like cleanliness and plastic drives are implemented in the vicinity of the college every year.

6. Students visit to “ Old Age Home” as part of Social activity where the food is provided to needy persons of society.

7. Also the teacher students visit the “Bal Sudhar Garh” to know the society and its social values.

8. The college also offers a program for personality development. Lectures on the development of student teachers, voice modulation, health and nutrition, class management, and the use of multimedia were scheduled as part of this program.

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

3.3.5

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.4 Collaboration and Linkages

3.4.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

3.4.2

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

Response: 4

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

Response: 4

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

3.4.3

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

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

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Minority Educational Society has constructed the building in the year 2010 as per Norms of the NCTE and Affiliating University to run the Teacher Education courses. Society is in the possession of above 1 Acre of land. The institution ensures adequate availability and optimal utilization of physical infrastructure as it is critically linked to the vision of the college. The college is fully equipped with the necessary infrastructure to meet the ever-increasing needs and also having open land for the further expansion as per requirements. The college has the requisite infrastructure as per the NCTE (Recognition Norms and Procedure) Regulations, 2014, needed for one unit of the two years B.Ed. Program. The college has a built-up area of 1800 square metres. The details of the available infrastructure are as follows:

- **Principal's office:** The college has a spacious, well equipped Principal's office.
- **Staff rooms:** The staff room has a capacity of 10 staff members. It has good light and ventilation. Each faculty member has a good space and facility of Wi-Fi connection.
- **Administrative Office:** Office is with a facility of Desktop, Printer, Scanner, Xerox Machine and facility of Wi-Fi connection.
- **Library and Reading hall:** The College has a well-equipped library and information centre with a reading hall. The library is automated using Autolib software.
- **Adequate Classrooms:** As per the NCTE norms, 02 class rooms and 04 method rooms are available for teaching and learning process. All classrooms are spacious and well equipped with Internet, LCD facility in two classrooms. It has good light and ventilation.
- **Seminar Hall:** We have well equipped and spacious Seminar Halls with LCD Projector and Computer (with internet facility). Seminar hall are utilised for seminars, workshops and orientations as per the requirement.
- **Laboratories:** College has a total of 06 well equipped Laboratories.
- **ICT Center:** College has ICT Resource Center with well equipped computers with Internet (200 Mbps) and latest configuration hardware. Facilities like Scanner, Printer and LCD Projectors are also available.
- **Sports Room/Gym:** The College has a well equipped sports room with equipment like, Carrom board, Chess Board, Skipping ropes and Yoga Mats. Lazims 50 sets, Cricket sets, Volley Ball, Badminton, throw plates, weights throw and others outdoor games.
- **Art and Craft, Music and Teaching Aids Preparation Room:** It contains musical instruments, craft material and teaching aids for teaching learning process. .
- **Store Room:** In the spacious storeroom, files of internal works and spare furniture are stored.
- **Multi Purpose Hall:** Multi-purpose halls equipped with seating arrangement with LCD projector, audio system.
- **Ladies Room:** We have 01 Ladies Room for recreational purposes.

- **Washroom for Students:** We have 04 wash rooms for Girl students and 04 each for gents.
- **Parking space:** On our premises, we have ample space for two wheeler and four wheeler parking.
- **Fire safety measures:** Safeguards against fire hazards in all parts of the building are available.

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

4.1.2

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

Response: 42.86

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

Response: 3

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

Response: 7

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

4.1.3

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

Response: 6.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.18	0	0	0	0

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Adarsh Education College has adopted automation of Library using Integrated Library Management system KOHA Software. KOHA is a full featured Open-Source Integrated Library System (ILS) Developed initially in newzeland by Katipo Communications Ltd and first deployed in January.

A Koha Library has individual modules for cataloging, circulations & patron Management, Web-OPAC reporting and administration.

Koha Full Featured:-

- In use worldwide in libraries of all size, Koha is a true enterprise class ILS with comprehensive functionality including basic and advanced options
- Koha will work for consortia of all sizes multi-branch and single branch libraries
- Multilingual & translatable- Koha has a large number of available language with more language every year
- As use of web 2.0 tools, integration of authority format and bibliographic data format, availability of OPAC interface in 25 different languages implementation of Z 39.50 server
- The Koha library management system is a completely web-based application for staff and end users.

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

4.2.2

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

Response:

Library provide the crucial role in promoting education research ,personality development ethics and other important values. A society cannot flourish without proper education and the primary requirement of the education system is the knowledge available in the books. Students can find textbook references books and other education materials readily available for them to study from not only this the importance of library lies in providing a variety of fiction and non- fiction books which broad students knowledge and stimulate their curiosity students and teachers are allowed to use all facilities provided by library at any time librarian provides all possible help to students as well as to teachers .online public access catalogue is made available to the students in the college library the college library has subscribe services Google Scholar, Doaj, NCERT, E-books.

Institute library has sufficient number of E-Resources available; Institute provides free internet service to staff as well as student teachers which supports them to acquire the latest trends knowledge of subjects. Library of institute is made easily accessible to students and staff by timing of library set as per the required users.

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document

4.2.3

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

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

Response: C. Any 2 of the above

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

4.2.4

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

Response: 0.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.15	0.17	0.08	0.07	0.05

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

4.2.5

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

Response: 10.39

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

Response: 261

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

Response: 210

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

Response: 270

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

Response: 160

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

Response: 190

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

4.2.6

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

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

Response: C. Any 2 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Institution updates its ICT facilities including Wi-Fi Response :

Adarsh Education College is committed to providing state-of-the-art Information and Communication Technology (ICT) facilities to enhance the learning and teaching experience of its students and faculty members. There is comprehensive range of ICT resources, including Wi-Fi network, advanced computer labs, and other digital tools and the systems and facilities updated time to time by the institution. . Lab in-charge is responsible to maintain and upgrade the laboratory with necessary equipment's from time to time. The Physical Verification is carried out to verify working/non-working/missing equipment etc. Proper records of utilization of equipment's, computers and other required material for ICT Practical's are maintained throughout the year An overview of the ICT facilities available at the college, along with details are such as ICT Facilities:

1. Computer Lab : The College features well-equipped computer lab that serve as essential resources for students pursuing courses in the field of education and other disciplines. These labs provide access to modern computer systems and software applications, empowering students to develop their digital literacy skills. In this Computer Lab more than 10 computers are for students use, 02 computers for faculty use and all computers are connected internet WiFi facility.

2. Wi-Fi Connectivity : AEC offers a campus-wide Wi-Fi network to ensure uninterrupted internet access for students and faculty. The WiFi network is equipped with the latest technology and provides high-speed connectivity, enabling users to browse the internet, access online resources, and engage in collaborative learning.

3. Digital Learning Tools : AEC recognizes the importance of integrating digital tools and resources into the learning process. As a result, the college offers a range of digital learning tools to support interactive and engaging classroom experiences. These tools may include smart boards, projectors, multimedia software, educational apps, and online platforms for collaborative learning. College ensure all latest e-learning standards and to track the progress of student.

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

4.3.2**Student – Computer ratio for last completed academic year****Response:** 9.8

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

4.3.3**Internet bandwidth available in the institution****Response:** 70**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 70

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

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

- 1. Studio / Live studio**
- 2. Content distribution system**
- 3. Lecture Capturing System (LCS)**

- 4. Teleprompter**
5. Editing and graphic unit

Response: D. Any 1 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 55.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.03	1.88	1.75	1.91	1.17

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

4.4.2

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

Response:

System and procedures for utilizing physical, academic and support facilities are under the supervision of the principal and the concerned lecturers, committees assigned under each head.

Classrooms and Building maintenance: Physical infrastructure is well maintained and upgraded with

necessary requirements to ensure comfortable atmosphere. Regular cleaning is done. The plumbers, electricians and carpenter are hired as required for building maintenance. Regular cleaning of tanks, garbage disposal, pest control, and campus maintenance is done.

Garden is maintained with rich source of indoor and outdoor plants that adds to the aesthetic beauty and maintain green and eco-friendly campus.

The laboratories are maintained and staff in-charge take care of stock checking. Well established procedure is available for service and maintenance of lab equipments and website, computers.

The library is stacked with thousands of books and periodicals which have been arranged in the prescribed order and binding of books is periodically taken up. Pest control is done on a regular basis to prevent silver fish and bookworms. **Book purchase procedure**

Librarian will call for books and journals requirement and book selection is done by the faculty and students of library committee.

All the members of the institution are eligible to get library membership. Library users have to register their details in the entry register, whenever they visit. After becoming member, two library membership will be issued to staff and students, respectively. The students can use the borrowed book(s) up to time specified, and faculty members can use the books up to a semester. The book(s) can be renewed if there is no reservation for the particular book.

College Valid ID card is mandatory for utilizing library services. Reference books and periodicals will not be issued without college Id card. The borrower is solely responsible for the book(s) borrowed against their membership.

The Computer lab maintenance is done by Global Computers Yavatmal. They maintain Network, Hardware, Software, Projector and UPS maintenance activities of the Institution.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Data as per Data Template	View Document

5.1.2

Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Geo-tagged photographs	View Document

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

1. Monetary help from external sources such as banks
2. Outside accommodation on reasonable rent on shared or individual basis
3. Dean student welfare is appointed and takes care of student welfare
4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees**6. Group insurance (Health/Accident)****Response:** C. Any 2 of the above

File Description	Document
Report of the Placement Cell	View Document
Data as per Data template	View Document

5.2 Student Progression**5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 14.17**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
6	9	8	6	5

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 93.33**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.****Response:** 35**5.2.2.2 Number of outgoing students progressing from PG to M.Phil.**

Response: 03

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

Response: 04

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

5.2.3

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

Response: 3.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	5	3	1

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

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

Response:

Student Council is the platform to students to work with college admin. It is an essential platform for developing and working in the field of interest. The members of students council give their contribution in colleges and internal colleges competition, workshop, Seminars, internship, social activities and sports activities. The main purpose of formation of students council in college is to awareness about the social problems, about the various activities in the academic field. The meeting of all the members of the Student Council is held in the college monthly or as necessary. The members of student council interact with other students; other students get an opportunity to work with them. The suggestions and opinions of the members of the Student Council are also considered to make effective teaching learning process. All the decision making bodies have student representative. Representatives attend meetings regularly and have their opinions. Their opinions are executed through proper channel, in best interest of the institution.

Major activities of the Student Council:

- Maintain discipline, in the institution for proper academic atmosphere Help in organizing various activities related to curriculum.
- Active participation in various college committees

Role of the Student Council:

- **University Representative:**

University representative coordinates with the college regarding any university related problems or issue.

- **College Representative:**

University representative coordinates with the college regarding any college related problems or issue.

- **Cultural Representative:**

Cultural representative organizes cultural program with the help of mentor.

- **Sport Representative:**

Sport representative organizes sports with the help of teacher.

- **Social Activity Representative**

Social activities representative organizes Social activity with the help of teacher.

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

5.3.2

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

Response: 2.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	3	3

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

5.4 Alumni Engagement

5.4.1

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

Response:

Response :

Adarsh Education College Yavatmal has a non-registered but functional alumni association till

date Alumni Association has been established by the institution since 2017. It is regular practice of the association to conduct Alumni Meet every year where the members of the college gather together offering their vibrant participation in all spheres of college activities. A remarkable addition of new alumni members is a common practice every year. It meets periodically to discuss the ways and means to improve the academic environment of the institution as well as to exchange views on the scope of higher education and employment opportunities. The alumni members, who are working on various prestigious designations, are helping in the placement of our students in different schools. These members are invited to the institution on various occasions like teachers' day, annual function, and orientation day to motivate students, share their personal experiences during their professional capacities.

They are also frequently invited during final discussion of skill in teaching for external supervision. During this event, they provide excellent feedback to improve interns teaching abilities to serve better in real school environment. Their efforts are suitably recognized and acknowledged. Alumni of the institution contribute over the years in growth and development of the institution. Following are the significant contributions of alumni association.

1. To arrange placement and absorption of employable students as well as extending full support for the same.
2. To maintain the updated and current information of all Alumni.
3. To encourage, foster and promote close relations among the alumni themselves.
4. To enable the alumni to participate in activities that would contribute to the general development of the college.
5. To arrange get together of the alumni and social/cultural functions of the alumni.
6. Emotional, academic and social relations of former students of the school are strengthened.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document

5.4.2

Alumni has an active role in the regular institutional functioning such as

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**

4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Documentary evidence for the selected claim	View Document

5.4.3

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

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	01	01	01

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

5.4.4

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

Response:

Response :

Adarsh Education College has an alumni association an was set up in 2018. The institution takes great satisfaction in having a vibrant alumni community because it improves the connections between the teachers, staff, and students. It establishes an inseparable bond between human relationships. The association has effectively assisted the college in its growth and development process by offering encouraging feedback. It helps close the growing distance between previous students and the college by keeping them informed about its current expansion, progress, and issues. The face and major contributors to the college are the alumni. The organization appreciates the contributions made by all graduates and views them as a source of inspiration. The Alumni Association plays an active role in motivating current students as well as nurturing and encouraging special talent by involving them in college activities as follows:

- Alumni provide guidance in solving issues regarding practice teaching.
- Supporting current students through different mentoring opportunities either being a part of on campus lectures or through online commitment, provide internships Recruit fresh graduates.
- Act as judges in cultural and sports competitions.
- Provide guidance for TET, NET, SET, and M.Ed. CET.
- It furnishes information about job opportunities in schools.
- It helps the college in updating about the placements of pass out students.
- It has given many healthy suggestions for the augmentation of the college.
- Helps with publicity.
- In the admission process also our alumni recommend their friends to take admission in AEC.
- Alumni suggest some suggestions during the annual planning of the college. Thus our past students help in bringing necessary improvements in the curriculum.
- In support of curriculum delivery our alumni take some lectures for college students. We organize some lectures related to our syllabus.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

To operationalize the vision and mission of the college the governing body provides all the necessary support to manage, supervise and administer the college affairs. With the able guidance of the Governing Body, the Principal takes decisions and delegates responsibilities to faculty and staff for effective and efficient functioning of the college to realize its set goals. Adarsh Education College embodies a value-based education system. Despite undergoing progressive changes, we are fully committed to upholding our legacy. This legacy encompasses our core principles, values, and ethics instilled by our esteemed founder Syed Wasim. The college is directly managed by the Minority Educational Society (MES) governing body, headquartered in Yavatmal. The MES governing body selflessly serves and tirelessly strives for the holistic development of our students.

Participation of the teachers and students in the decision-making process of various activities

- 1) The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration.
- 2) Management members, faculty representatives, and non-teaching representatives are appointed as members of the College Development Committee (CDC). Along with the staff, students, and alumni, they are appointed as members of the Internal Quality Assurance Cell (IQAC).

Under efficient leadership, the institution endeavors to achieve the vision and mission through the following activities:

- 1) Creating an intellectual climate/ environment by providing opportunities for learning beyond the syllabus/ boundaries to all areas of learning.
- 2) Preparing academic programmes on par with societal requirements and needs. Providing quality training as per the system demands.
- 3) Students and staff play an active role and are committed towards creating an environment friendly campus. Developing Entrepreneurial skills which can be utilized in their professional life, as well as life outside the academic sphere is emphasised.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

Response

The institution embraces a transparent, democratic and participatory approach to governance, ensuring active involvement of all stakeholders in its administration. It operates with a well-defined structure to promote inclusive decision-making at all levels. From the Chairman of the Management Committee to the faculty and students, every stakeholder contributes to the growth and development of the institution. The principal and faculty members are integral parts of the managing committee, and the college management takes effective measures to encourage and support staff involvement in enhancing the college's effectiveness and efficiency throughout the year. Within the college, there exists a representative body for students known as the "Student Council." This council follows the Class Representative (CR) system, where a student from each class represents their fellow classmates. Regular meetings are held to ensure the system's efficiency in voicing the students' interests and opinions. Student Council meetings play a significant role in evaluating the teaching, learning, and support services provided by the institution. In addition to showcasing their leadership skills, students organize domain-specific events, extracurricular activities, competitions, and expert talks. To foster decentralization and participatory management, the college has assigned different responsibilities to teaching and non-teaching staff members. This promotes a sense of shared decision making and distributed authority throughout the institution.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document

6.1.3

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

Response:**Financial Transparency:**

Annual budget is meticulously prepared in which helps to streamline. The budget under different heads such as college account & so on. A College Development Committee meeting is conducted for the review and approval of the budget. The budget provisions are made for different heads such as library expenses, salary, building infrastructure and other maintenance expenses. Institution conducts financial audits regularly at the end of financial year. The auditors they verify all financial transactions with the supporting documents and approval of proper authority for each financial transaction. Based on such audit, they issue audit report to the college for True and Fair view on the financial statements. Such financial statements will be signed and approved by the Auditor and Management. Based on the audited financial statements, auditors issue "Audit Report"

Academic Transparency:

Academic and administrative audit is conducted by the Management. The college offers B.Ed. course. Admission is done on the basis of entrance examinations conducted by the state government following the guidelines issued by the government from time to time.

On the basis of the academic calendar, the activities are planned and allocated to the functional committees. Timetables and workloads are also created and distributed accordingly. The use of technology is encouraged to enhance the teaching-learning process, and regular tests are scheduled to assess students progress. Additionally internal examination is conducted before students sit for the final examination administered by the university. An Examination Coordinator takes responsibility for submitting student applications for exams, preparing the date sheet, managing seating arrangements, maintaining absentee records, and creating the accounting question papers. The examination coordinator collaborates with the institution's examination committee to ensure a smooth examination process. The Principal holds overall responsibility for the administration and academic functioning of the institution, adhering to both management policies and mandatory regulations. Academic transparency is maintained by communicating student's performance. Signature is taken on mark lists. All remarks of observations are shown to students. The internal assessment comprising various components ensures that students monitor their performance, progress and fairness in the evaluation. There is provision of remedial classes and grievance redressal system.

Administrative Transparency:

All administrative activities are conducted fairly and transparently. Comprehensive records are maintained for student admissions, examinations, purchases, accounts, and inventory. These records are regularly uploaded and made accessible. The admission process is merit-based and fair, involving entrance tests conducted by CET Cell, Govt. of Maharashtra. The library is partially automated with records kept for book issuance and returns. The librarian and Principal is responsible for the process of book selection, purchase, and accessioning in the college library.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

For achieving stakeholders expectation and institute's objective achievement strategic Development plan (SDP) is made to judge it. Adarsh Education College focuses on strategic plan towards teacher education in order for growth of institute and simultaneously for the development of society. Internal Quality Assuring cell performs to conform their duty. Strategic Development plan is the mirror of challenges and opportunities to fulfil the goals. Institutes Environment depends on achieving the student, teachers, parent's expectations. The SWOC i.e. strength, weakness, opportunities and challenges analysis of experts helps in accomplishing goals.

The plan address strategic goals are as follows

- 1. Effective Administration**
- 2. Implementation of planned strategy**
- 3. Result based Education**
- 4. Sustainable Infrastructure**
- 5. Improve human resource**
- 6. Students integral Development**
- 7. Empowerment of women**
- 8. Co-operation and Excel**
- 9. Community support**

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

6.2.2

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

Response:

Response

Policies:

The Governing body of institution defines all the policies and the way to implement all the policies are often guided by the same body. The college governing body grants approval and ratification of various policy decisions of the college. It approves budgets for administrative, academic and research programmes and activities. Governing body also helps to make regulations for various co-curricular and extra-curricular activities. The Principal of the college has the power to construct committees and cells according to the needs of the institution. The different committees are like IQAC, Anti ragging, Academic council, Women harassment committees, Examination, Finance & Development and Research all meeting & decision monitored & controlled by the IQAC. Regular meetings are held in order to maintain continuous communication between staff and principal. All the meetings and decisions taken are monitored by the IQAC, which through its course, the principal to build an environment of academic excellence in the college.

Administrative setup:

1. The Governing body examines & study the academic progress. Curricular and co- Curricular activity
2. The academic committee reviews the academic & administrative function.
3. The finance committee gives permission about scholarships prices development related to all financial terms.
4. Principal are responsible for all activity including academic & administrative work.
5. Service manual is followed.
6. IQAC of the colleges play an vital role in developing quality and improving academic and administrative performance
7. The college calendar is the mirror of all academic and non academic events providing all of the events like holidays, working days, Curricular, Co- Curricular activity and University exam etc.

8. Various committees and cells plays an important role for achieving the quality and understanding diversity of students.

Service rules and policy :

AEC is affiliated to SGBAU, Amravati it follows all the rules and academic calendar of the university to organize all the curricular, extra-curricular & co-curricular activities of academic year. All staff is oriented about the Administrative and Service Manual available in the institution. Faculties are educated about conditions of service, rules and responsibilities, discharge of duties, increments, kinds of leave, code of conduct, incentive for attending Faculty Development Program, incentive for achieving academic excellence and others.

Appointments:

Criteria for the selection of teaching and non-teaching staff are completely based upon the norms and conditions of NCTE, UGC and the SGBAU, Amravati affiliating university. For that advertisement is published in National as well as local newspapers. Eligible candidates are invited for the interview which is taken by selection committee and nominees of Vice Chancellor, SGBAU, Amravati. The qualification, teaching experience and other eligibility for recruitment is as prescribed by state Government / UGC / NCTE and the affiliating university.

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

6.2.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document

6.2.4

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

Response:

After the establishment of internal Quality Assurance cell Chasing the quality for assurance and started new strategies for the Institutional development. It is continually pursuing for quality culture and integral academic development. IQAC monitors & controlled following thing such as vision & Mission, perspective plan that is prepare and execute. Number of quality improvement many measures due to IQAC. It successfully implements & introduce various curricular, co-curricular and extra-curricular achieving from 2018 onwards.

IQAC was formed with following goals

1. It decide the various quality to describe it quality level for various academic and administrative activities.
2. For leading quality material that provides official information that serves as an evidence or record.
3. Institutional related people feedback are obtain, analyse and accordingly reports are prepared.

The institution would like to highlight the following activities of the IQAC

1. Successfully producing the result of curriculum and increase use of ICT.
2. Feedback of people related to institute.
3. Planning of seminar, workshops, conferences and lectures.
4. Acknowledgement and complimenting distinguished alumni.
5. Organizing staff training programme.
6. Academic audit.
7. Fresh & Green campus.
8. Enhance teaching & learning process.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Action taken report with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Response:

The institution embraces a transparent, democratic and participatory approach to governance, ensuring active involvement of all stakeholders for development and achieving quality. The institution has welfare measures for both teaching and non-teaching staff. The welfare measures available for Teaching and Non Teaching staff as per university norms are following.

- Trainings are provided for both Teaching and Non-Teaching staff for various workshops / FDP/Seminars/ Conferences like legal rights, consumer rights, road safety, insurance, health and fitness, post office schemes etc.
- Medical checkups of teaching and non- teaching staff by MES management committee
- Yoga camps are organised from time to time.
- Duty leave is provided for attending Workshops, Orientation course, refreshers courses , Conferences.
- Staff achieving State and International award are felicitated by the institution.
- Fee Concession is provided for wards of the staff studying in the college.
- Staff can avail vacation leave, 10 days of Casual leave, Earned leave, Medical leave.
- Ladies teaching and non-teaching staff can avail maternal leave for 3 months.
- Festival bonus for non teaching staff.
- Salary-in-advance can be availed by staff in need.
- Staff is allowed to use college ICT facilities for their research work.
- Free Uniforms are provided to housekeeping Staff.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document

6.3.2

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

Response: 35.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	6	2	2	0

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

6.3.3

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

Response: 12

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	1	3	2

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document

6.3.4

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

Response: 74.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	6	6	6

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

Response:

Institution has Performance Appraisal System for teaching and non-teaching staff which strictly follows the Affiliating University and UGC regulations for the Appointment of Teachers and other Academic Staff in the institution. For the Maintenance of Standards, amendments are made therein from time to time, for teaching and nonteaching staff. The performance of each employee is assessed annually after completion of one year of service. The objective is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee. The performance of each faculty member is assessed according to the Performance. The principal engages with faculty through regular staff meeting Interactions and access the work of faculty. This form of mutual interactions on a regular basis is important for their own classes. Comparison of University results with

college result gives a fair idea to the principal and concerned faculty about the academic performance of the college.

The performance of teaching staff is assessed on the following bases: their academic

qualification , research experience and training ,worked on research projects or carried out, publications published papers in journals , book publications , chapter published in books, paper presentation in seminars , conferences, symposia workshops, workshops attended, teaching and evaluation experience, total teaching experience, courses taught ,duration .Evaluation experience includes: paper setting, invigilation, evaluation ,practical exam ,viva-voce and centre suptd. Other than that, extension work and membership of professional bodies or societies are also recorded.

The institution also undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The Institution accords appropriate weightage to these contributions in their overall assessment. The filled by the Faculty Member is checked and verified by the Head of the institution and faculty members whose promotions are due are recommended by the institutional head based on this Proforma.

On the other hand, all non-teaching staff is also assessed through annual confidential reports and annual performance appraisal. The various parameters for non teaching staff members are assessed under different categories i.e. Character and Habits, Departmental Abilities, Capacity to do hard work, Discipline, Reliability, Relations and Co-operation with superiors, subordinates, colleagues, students and public, Power of Drafting, efficient organisation of documents and technical abilities . Their overall assessment is based on the above mentioned parameters. Their performance is first assessed by the head of the institute and then forwarded to the management. The Performance Appraisal System significantly helps in the evaluation of the performance of employees, in motivating them, analyzing their strengths and weaknesses and ensuring better performance.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Adarsh Education College boasts of a robust and transparent financial management system. The Annual financial audit of the college is carried out by a duly qualified Chartered Accountant whose appointment is approved by the managing society MES. He conducts periodical visits to the college and examines all books of records and financial statements. The whole process of auditing involves a careful scrutiny of the balance sheet of the college along with receipts and payments of the respective year. Any query, questions or objections raised by auditors are promptly dealt and addressed. Proper record of all expenses is maintained by the Accounts incharge. We have well laid down rules and processes for sanctioning expenditure and submission of expense summary for all college activities. Permission is secured from the principal for all upcoming expenses which is submitted to the accounts branch for release of funds. Emphasis is placed upon bank payment wherever feasible. After the event documentary evidence in the form of invoice, vouchers or receipt duly compiled in the form of an expense statement is submitted.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document

6.4.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document

6.4.3

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

Response:

Response:

Institution has the planed strategies for utilization of fund as follows:-

- 1) Institution Budget: Every year annual budget is prepared well in advance as per the needs and requirements of the college. It incorporates budgets of academic department, research activities, computer lab, psychology lab, Library and sports. As per budget the Principal proceeds with the planned activities.
- 2) Purchase Committee: The committee considers requirements from all the departments, invites quotations, prepares comparative statements, negotiates with suppliers and then purchase order is placed. The purchase procedure is scrupulously monitored by committee. The institution focuses on maximum utilization of resources.
- 3) Accounts and Audit: All funds mobilized are properly accounted for in the account books. The audited utilization statement of accounts is submitted to the funding agencies for specific grants. Every year the institution conducts financial audits by statutory auditor duly assigned by the managing society.

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

6.5 Internal Quality Assurance System**6.5.1**

Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

In the chain for quality assurance college has introduced Internal quality assurance cell for up- gradation, assessment and accreditation when The IQAC is consistently playing role in quality culture inclusive academic excellence, IQAC prepares & execute plans and monitors the implementation of vision & mission of institute it has been trying to enhance number of quality assurance strategic such as gender equality, academic, administration facility and number of quality improvement measures in the college after forming IQAC. It has also Introduces various curricular, and extracurricular activities with successful implementation.

From 2018 onwards IQAC was started with the following aims

- Documentation of different activities for quality improvement.
- Feedback from different stakeholders like students, parents and alumni which should be obtain analyze and taking measures of it. **The institution would like to highlight the following activist of the IQAC.**

- 1.Successful conveyance of curriculum and use of ICT
- 2.Enhanced teaching learning process and evaluation
- 3.Arranging seminars, workshops, conferences and expert lectures
- 4.Arranging staff training programme
- 5.Academic Audit of Institute
- 6.Alumni programme

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document

6.5.2

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

Response:

The IQAC is striving hard to enhance teaching learning process by several mechanisms. IQAC collects feedback from the related institute personnel to advice or make the changes in the existing teaching learning process so the quality improvement can be achieved. List of activity carried are :-

- 1.IQAC responsible to provide quality education.
- 2.IQAC cell is responsible for quality culture in the institute.
- 3.It prepares the annual quality assurance report according to standards and parameters defined.
- 4.The IQAC of the college has different committee to administer different teaching Learning and evaluation activities.
- 5.The IQAC of the college has to stimulate and monitor the internal evaluation like college level examinations, tutorials, assignment and projects.
- 6.The IQAC make the planning for remedial teaching & learning process.
- 7.The IQAC make or organize different plan for field visit as required.
- 8.The IQAC maintains the proper co-ordination between management, teaching, non-teaching, students and stakeholders.
- 9.IQAC to organize campus interview.
- 10.It also provide counseling in competitive exam such as NET, SET, PAT, TET and others.
- 11.Academic audit of institution.

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

6.5.3

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

Response: 6

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	7	6	4	4

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: A. Any 4 or more of the above

File Description	Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document

6.5.5

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

Response:

Response:-

1. Alumni Association strengthened.
2. The library has been upgraded and equipped regularly
3. Enhance the teaching learning process.
4. Cleanliness in campus.
5. Cleanliness in classrooms as well in the campus.
6. Regularly cleaning of working rooms such classrooms, labs, offices etc
7. Keeping dustbin as required in the campus
8. Taking away of waste things .
9. Plantation in campus

Some more initiatives taken by the institutions are :-

1. Computer training is provided to teaching, non-teaching staff.
2. Financial data and accounts are maintained on computers.
3. Staff are encouraged for attending workshop, conferences and new in trends activity in education.
4. Staff and students are encouraged for ICT based teaching and learning.
5. Always striving hard to reach the goals of learning outcomes.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Creating an responsible students is duty of institution If the college takes measures for energy conservation, it will create an ideal for the students. Because today's student is tomorrow's citizen. And as a responsible citizen, we need to cultivate & save energy for the society and the environment as well as for the next generation.

1. Use of natural light in the classroom:

In the classrooms where the student stays for a long time, the college tried to find natural light without using continuous electric lights. The number of windows in the classroom was increased to provide natural light in the classroom. Natural light was provided in the classroom by keeping the windows constantly open.

2. Putting the computer in Power Saving mode:

In AEC, Putting the computer in Power Saving mode will automatically turn off the screen when the computer is not in use and save energy.

3. Use of CFLS and LED bulbs:

. To reduce energy consumption, low energy consuming CFLS and LED bulbs were used..

4. Encouragement for students to reuse energy:

The Institution undertook activities to focus on recycling and environmental impact to the students. For this college organizes seminars and lectures on energy generation workshops and compost manure project.

5. Instructions to the students regarding energy use:

Instructions are given to the students from time to time for waste management and energy conservation. When the student enters the classroom, the lights and fans, A.C. in the classroom should be turned on if it is too hot, otherwise all the windows in the classroom should be opened as an alternative.

6. Solar Energy :

Institutions Managing Society MES has been taking effective steps on regarding installation of solar energy in the institution as the institution is aware that use of Solar is one of the easy ways to cut down

electricity costs at institutions. The area of institution, receives an sunshine around an year. in the current year the Managing Society MES has allotted an fund for installation of solar energy panels.

File Description	Document
Institution energy policy document	View Document

7.1.2

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

Response:

Adarsh college of Education has an planned and clear wastage disposal policy. The wastage are dispose depending on there types such as dry wastages are collected in different bins and wet wastages are in other bins are put in the Municipal Corporation Van on daily basis.

In addition to this the Institute has organized many workshops on the implementation of wastage disposal techniques effectively. Training Programmes are conducted from time to time about the methodology of disposing the waste. It was stressed that we should avoid plastic items to the best possible capacity. It is also advised that the Institute should use utensils made of papers and recycled material.

For solid waste management different bins have been placed at required places. This ensures that solid waste segregated at the source. It is also ensured that the recycling of all these components is done in minimum cost and labour. Suitable techniques are applied for disposing of solid waste. The garbage generated is preferably treated at the site of generation.

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

7.1.3

Institution waste management practices include

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

Response: C. Any 2 of the above

File Description	Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

Response: C. Any 2 of the above

File Description	Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document

7.1.5

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

Response:

Our college always committed to maintaining a clean college environment which presents a good example before students teachers and other staff AEC visualize a clean and green campus where environment friendly practices and Education combine to promote sustainable and eco- friendly practices in the campus This concept is enforcing by the prime minister's swachh bharat Mission The green campus concept offer redefining its environmental culture in students .our college encourage clean and Green campus through adopting practicing and promoting & generate Eco consciousness among students .

Our college is very conscious about environment with green campus they maintains a pollution free green and clean campus Environment development is its basic work with the Educational policies implemented on the campus of college.

The AEC promised to manage and maintain responsibility towards sustainable environment

- Green Environment and clean campus
- Solid waste management
- Liquid waste Management
- Soil Management

1. Green Environment and clean campus

AEC is committed to management green environment so student are give strict instructions to maintain campus clean & fresh. It displays in their hand book and various quotes. Teaching and non –teaching staff give full support for maintaining free clean and Green campus.

2. Solid Waste Management

This concept refers to the complete process of collecting treating and disposing of solid wastes. In our college waste are collected from the different sources and disposed of This process includes collected transportation treatment analysis and disposal of waste

3. Liquid waste Management

For environment protection liquid waste management is vary important recycled water is used for the trees and gardening

4. Solid Management

AEC plays importance role in maintain green campus start by having different dustbins to use waste and answer it is sent to respective recycling unders our college make aware of students & encourage students to learn more about recycling and different material like plastic ,paper , electronics etc.

These responsibilities can be demonstrated with following areas

1. Pollution free healthy environment
2. Use of Reusable water Bottles and coffee mugs.
3. Waste control chemicals and E- waste Management.
4. Use of LED bulbs in college
5. Dustbins in the premises

File Description	Document
Documents and/or photographs in support of the claim	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: B. Any 4 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document

7.1.7

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

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

7.1.8

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

Response:

AEC is always sensitive and emphatic towards social, environment and community problem. Time to time the institution ignites sensitivity towards society and environment by various activities like Visit Orphanage Home, Blood Donation Camp, Visit Old Age Home, Heritage Festival Celebration, Helping hand programme, Swatch Bharat Abhiyaan, Community work, Environment Awareness Rally.

Thus, these activities strengthen the institution's system, students learn through hands-on activities and team work, and achieve success in their career. Following activities that Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

File Description	Document
Documentary evidence in support of the claim	View Document

7.1.9

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

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: B. Any 3 of the above

File Description	Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Any additional information	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice -1

Environment Consciousness

Objective of the practice:-

- Transformation of the campus into pollution free and environmentally friendly zone
- Efficient use of available water
- Proper waste Management
- To tell environment degradation
- Planting and maintaining tree
- To Accept clean production concept.

The use of plastic bags is avoided in the campus. Plastic bags are strictly prohibited. Student and teachers are motivated are use cotton bags. The Staff have planted several tree saplings during various tree plantations programmes organized by the institution and all these plants are taken care and maintained by the gardeners of the institution. Care is taken to ensure that the college environment has low levels of carbon emission and low pollution levels so that the campus is healthy for all. Do not allow the smoking.

Every department follows a policy of switching on power only when required switching off when not in use.

Our sincere efforts for carbon neutrality include the planting of trees by staff & student, segregation of degradable and non-degradable waste and disposal in the campus in eco. Friendly manner and collection and segregation of plastic waste with the help of student & handing over them municipal agency for recycling.

Best Practice-2

Implementation of OBE

Objective of the practice:

- To provide quality education to student & nurture them for a professional life.

- To make the students engaged in lifelong learning for accepting social
- ITo enhance the proficiency & excellence of teachers.
- To increase the numbers of student progressing in higher education & entrepreneurship.

1) In line with the Mission. Affiliating university, the program learning outcomes were established. The feedback from wide range of shakeholder is considered to finalize the statement .the mapping matrix of PLO Mission is Articulated.

2.) The course learning outcomes for each course were established from course objective provided by BoS. The blooms taxonomy action verbs is used to state outcome , so to facilitated the measurement though assessment .we establish CLO for each unit covering the course.

3.) The Mapping matrix of PLO-CLO is prepared and the correlation strength is justified.

4.) The CLO attainment is obtained through various direct and indirect methods of assessment ,the benchmark and target were set as per defined policy. The weight age assigned for internal continuous assessment is 20 % to that for University assessment is 80%. The attainment is compared with targets and action plan is a suggested for improvement.

5.) For a particular batch the attainment of PLO is obtained through direct and indirect method. Based on PLO-CLO mapping strength and CLO attainment, the PLO direct attainment is worked out 80 .The indirect PLO attainment for a batch is compared to set targets. Action plan is taken for identified observation for a gap.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Response:

Our efforts to be distinctive must be in **harmony with** our **vision, priority** and **thrust area**. **Vision** of our institution is "To be an academic fraternity of individuals dedicated to the motto of excellence and service.". Institutional distinctiveness also sets goal and aim like To generate social and cultural consciousness among teacher trainers, our aim to produce future teachers with integrated personalities, who can prove as an asset in the national reconstruction . With core values “Diversity, equity, social

justice and Service that enriches the community”, our institution always **celebrates** different activities and **important days and different event**.

We are committed to provide **quality education** to students. The head and working staff of an institution plays a key role in its successful functioning with the co-operation student teachers. The institutional goal is to provide **holistic education to prospective teachers** and to achieve this goal the objectives of the institution envisage values oriented education, develop critical capacities, enhance skills and competencies, preserve **socio-cultural heritage, bring peace and harmony** to acquaint student teachers with the impact of globalization on education. In order to carry on and to regulate varied institutional functions, different committees, houses and clubs perform their assigned work.

The college encourages a gamut of **extra-curricular activities** for the overall development of the students. Prospective teachers are given ample opportunity to participate in co curricular activities. This includes in teaching competitions, inter college competition and various competitions organized within the institute. Institute arranges various social and community based activity such as visit to **Old Age Home, Bal Sudhargarh, Enviornment Save rally, Tree plantation, Rain water harvesting and many activities**.

College is an educational institution, which stands for quality and humanity without compromises. It is an institution of high repute having carved a name for itself with achievements of unrivalled standards. But the college in the quest of excellence is striving hard to accomplish new heights through expansion of its activities and by enhancing its growth. The institution does not intend to rest on its achievements and laurels but constantly work with great zeal and enthusiasm to achieve more in pursuit of excellence.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document

5. CONCLUSION

Additional Information :

Institute is established in the tribal area of Bhosa village of Yavatmal District which has now been included in the Municipal Cooperation of Yavatmal. Institute strives to maintain high standards not compromising on the quality. The faculty endeavours to search for new venues of knowledge, to sustain its position in the field of education. Over the past 11 years, the college has progressed towards ICT resources, technology based educational experiences, are commissioned for first-hand exposure. In addition to this, the institute also articulates new directions towards innovation and research supported by qualified faculty to ensure and enhance content and skill repositories in the student teachers.

The Managing Society MES of the institute has the vision to provide the all round facilities of education with the moral values to its students. The students from rural areas are approached with a bottom-up strategy to facilitate equity in instructional transactions. Internal quality benchmarking of the college anticipates students' expectations. The outgoing B.Ed students are exposed to various competitive exams for further studies and jobs coaching by the faculty. Philosophical, sociological and psychological aspects of education are ingrained into for conceptual clarity and comprehension for attempting these eligibility examinations.

Institute is working on the path to fulfil the Managing Society vision to develop the students in all aspects along with moral values. Various faculty development programmes are conducted by the college. College is identifying its strength and weakness through academic and administrative audit.

Concluding Remarks :

As per the vision of Managing Society the Institution has fixed goals of creating a professional and responsible teachers that serve the society by their knowledge and hard work. Inspiring by the Managing Society work of running an esteemed institution from Nursery to Degree College, AEC is also one of the jewels in the crown of the MES. Renowned as the best teacher education Institute of the Maharashtra States, working on the rural area students this Institute focuses on curriculum that is challenging and demanding to engage its students deeply in practical activities. Being responsive to socio-economic conditions and environmental issues, the institution takes pride in strengthening student's personal / professional dispositions. Excellence in diverse areas should be recognised and rewarded. Growth and development is a continuous process rather than an event.

Since the establishment of 2013 the institute works hard to make its student teachers excellent in the field of teaching thereby imparting professionalism, values and life skills consistently. In eleven years of the service the college has earned a great name as it has been producing many devoted teachers in the education area to serve the society. The college is quite proud as it is part and major role in enhancing the literacy rate by training women teachers. An increasing number of parents admitted their daughters in the college for quality education as well as safe and protective environment for the girls. Institute consistently focused on excellence in teacher education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification										
1.1.3	<p>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through</p> <ol style="list-style-type: none"> 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI.</p>										
1.4.1	<p>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</p> <p>Structured feedback is obtained from</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Practice teaching schools/TEI <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made changes as per the report shared by HEI.</p>										
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</p> <p>2.1.2.1. Number of students enrolled from the reserved categories during last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>26</td> <td>19</td> <td>30</td> <td>32</td> <td>20</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2022-23	2021-22	2020-21	2019-20	2018-19	26	19	30	32	20
2022-23	2021-22	2020-21	2019-20	2018-19							
26	19	30	32	20							

2022-23	2021-22	2020-21	2019-20	2018-19
22	15	27	28	16

Remark : DVV has made changes as per the report shared by HEI.

2.2.4 Student-Mentor ratio for the last completed academic year

2.2.4.1. Number of mentors in the Institution

Answer before DVV Verification : 7

Answer after DVV Verification: 6

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	8	8	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	5	6	7	6

Remark : DVV has made changes as per the teachers integrating ICT (excluding use of PPT).

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

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

Answer before DVV Verification : 98

Answer after DVV Verification: 84

Remark : DVV has made changes as per the report shared by HEI.

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

1. Understanding theory courses
2. Practice teaching

	<p>3. Internship 4. Out of class room activities 5. Biomechanical and Kinesiological activities 6. Field sports</p> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made necessary changes</p>
2.4.1	<p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none"> 1. Organizing Learning (lesson plan) 2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology Use and Integration 5. Organizing Field Visits 6. Conducting Outreach/ Out of Classroom Activities 7. Community Engagement 8. Facilitating Inclusive Education 9. Preparing Individualized Educational Plan(IEP) <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : DVV has made necessary changes</p>
2.4.3	<p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none"> 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ 4. Classroom teaching learning situations along with teacher and peer feedback <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
2.4.4	<p>Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses</p> <ol style="list-style-type: none"> 1. Teacher made written tests essentially based on subject content 2. Observation modes for individual and group activities 3. Performance tests 4. Oral assessment 5. Rating Scales <p>Answer before DVV Verification : A. All of the above</p>

	<p>Answer After DVV Verification: B. Any 3 or 4 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
2.4.6	<p>Students develop competence to organize academic, cultural, sports and community related events through</p> <ol style="list-style-type: none"> 1. Planning and scheduling academic, cultural and sports events in school 2. Planning and execution of community related events 3. Building teams and helping them to participate 4. Involvement in preparatory arrangements 5. Executing/conducting the event <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
2.4.12	<p>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</p> <ol style="list-style-type: none"> 1. Self 2. Peers (fellow interns) 3. Teachers / School* Teachers 4. Principal / School* Principal 5. B.Ed Students / School* Students <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
3.1.4	<p>Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include</p> <ol style="list-style-type: none"> 1. Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations 2. Encouragement to novel ideas 3. Official approval and support for innovative try-outs 4. Material and procedural supports <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
3.2.1	<p>Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years</p> <p>3.2.1.1. Number of research papers / articles per teacher published in the Journals notified</p>

on UGC website during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	2	2	3	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	3	3

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
80	72	85	76	90

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
67	64	72	68	81

Remark : DVV has made changes as per the students participating in outreach activities organized by the institution.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
94	95	96	92	91

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
88	85	87	79	81

Remark : DVV has made changes as per the student participation in national priority programmes.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	4	4	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has made necessary changes

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

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

Answer before DVV Verification : 5

Answer after DVV Verification: 4

Remark : DVV has made changes as per the MoUs with institutions of National and / or International importance.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5.82	3.21	2.46	2.62	2.82

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4.03	1.88	1.75	1.91	1.17

Remark : DVV has made changes as per the expenditure incurred.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 4 or 5 of the above

Remark : DVV has made changes as per the report shared by HEI.

5.2.1 Percentage of placement of students as teachers/teacher educators**5.2.1.1. Number of students of the institution placed as teachers/teacher educators during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	12	10	8	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	9	8	6	5

Remark : DVV has made changes as per the report shared by HEI.

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

years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	2	3	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	3	3

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : DVV has made necessary changes

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	7	7	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	6	6	6	6

	Remark : DVV has made changes as per the report shared by HEI.
7.1.4	<p>Institution has water management and conservation initiatives in the form of</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
7.1.9	<p>Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways</p> <ol style="list-style-type: none"> 1. Code of Conduct is displayed on the institution's website 2. Students and teachers are oriented about the Code of Conduct 3. There is a committee to monitor adherence to the Code of Conduct 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI.</p>

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations