



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution	
	GOVERNMENT COLLEGE OF EDUCATION , NANDED
• Name of the Head of the institution	DR. URMILA MURLIDHAR DHOOT
• Designation	PRINCIPAL
• Does the institution function from its own campus?	No
• Alternate phone No.	02462222220
• Mobile No:	9423692048
• Registered e-mail ID (Principal)	gcenanded@gmail.com
• Alternate Email ID	drsbsarang@gmail.com
• Address	Swatantrya Sainik Colony, Near Shobha Nagar, Nanded
• City/Town	NANDED
• State/UT	MAHARASHTRA
• Pin Code	421605
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	Urban				
• Financial Status	Grants-in aid				
• Name of the Affiliating University	SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED				
• Name of the IQAC Co-ordinator/Director	DR. Sarang S. B.				
• Phone No.	02462222220				
• Alternate phone No.(IQAC)	9421870707				
• Mobile (IQAC)	9823555588				
• IQAC e-mail address	gcenanded@gmail.com				
• Alternate e-mail address (IQAC)	drsbsarang@gmail.com				
3.Website address	https://www.gcenanded.co.in/				
• Web-link of the AQAR: (Previous Academic Year)	https://www.gcenanded.co.in/iqac/AQAR%202020-2021.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.gcenanded.co.in/iqac/Academic%20Calender%202021-2022.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	C	1.88	2014	10/12/2014	09/12/2019
6.Date of Establishment of IQAC			01/04/2012		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Government College of Education, Nanded	Plan	Government of Maharashtra	01/01/2022	NIL
Government College of Education, Nanded	Scholarship	Government of Maharashtra	01/01/2022	567000/-
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		4		
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 		View File		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?		No		
<ul style="list-style-type: none"> If yes, mention the amount 				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
1) Safety protocol to be followed during the pandemic was identified and implemented in the college.				
2) Wi-fi network has been upgraded in the entire campus to increase the accessibility of digital content among staff and students.				
3) Antivirus software has been upgraded in this academic year to ensure the security of ICT infrastructure.				

4) Workshops & orientation programs organized for teachers at college level on how to conduct online classes in an effective way.

5) All the faculty and students were encouraged to prepare power point presentation as well as E-content using the ICT lab available in the college.

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

Plan of Action	Achievements/Outcomes
1) Improvement of physical environment of college.	1) Replacement of faulty electricity wires and equipment. Repairing of drinking water cooler, Plantation & cleanliness in the college campus.
2) Admission for academic year 2021-2022.	2) Help desk for new comers. Formation of admission committee for convenience of newly admitted students. College conducted admission process as per Maharashtra Cet Cell rules & regulations.
3) Celebrate 15 days of conservation or enrichment of Marathi language.	3) Programmes was conducted as per Government Resolution of Marathi Language like Speech, Essay writing, Experts lecture ,Reading Marathi Books etc.
4) Online classes for students in pandemic situation.	4) During pandemic online classes were organized & conducted on zoom & google meet for students of second year third semester 2021-2022.

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
IQAC, Government College of Education	08/08/2022

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	29/12/2022

15. Multidisciplinary / interdisciplinary**1. Multidisciplinary / interdisciplinary**

The faculty of Education itself is multidisciplinary as well as interdisciplinary. Therefore this institutions aims to develop social, physical, intellectual, emotional, motor skill and moral capacities of teacher in an integrated manner. In the beginning our curriculum has been designed at national & affiliated university levels. In view of multidisciplinary and interdisciplinary approach this institution always modifies and develops the implementation strategies or method or techniques of curriculum.

This institution has not only different subject like Language, History, Geography, Science, Math, Knowledge & Curriculum, Inclusive Education, Guidance & Counselling, Value Education, Learning & Teaching and Administration & Management in Education etc. but also have innovative programs of multi and interdisciplinary nature to help widen learners thinking, learning & teaching capability and train them to address emerging challenges.

This institution provides a more comprehensive education by exposing student teachers to a diverse range of courses through various intellectual, literary, personality development, entrepreneurship development workshops, seminars, & programs. Since this technique provides a All-rounded education that covers a wide range of topic while also encouraging students to follow their own interest.

Good practices of this institution are given below.

1. Content cum methodology workshop.
2. Models of teaching workshop.
3. Basics research in education workshop.
4. Understanding the self -workshop.
5. Reading and reflection on text workshop.

6. Micro teaching and integrated teaching workshop.
7. Teaching aids preparation workshop.
8. Yoga and health education workshop.
9. Educational planning workshop.
10. Drama and art in education workshop.
11. ICT in education workshop.
12. Entrepreneurship development programs.
13. Language development and its conservation program.
14. Cultural activity program.
15. Internship program.

With the multidisciplinary and interdisciplinary approach, this institution, above all activities has been conducted and completed for learners.

16. Academic bank of credits (ABC):

2. Academic bank of credits (ABC):

The Swami Ramanand Teerth Marathwada University, Nanded is in process of implementing of National Education Policy 2020. Our college took action to open an Academic Bank Of Credits Account for the students in the academic year 2021-2022. Recently name of our college has been included in the list.

17. Skill development:

3. Skill development:

Teacher education is a program that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

Teacher Education = Teaching skills + Pedagogical theory + Professional skills

So teaching skills include providing training and practice in the different techniques, approaches and strategies that help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills. Thus the nature of the syllabus rotate around the skill development of the student-teacher. Syllabus contains more than fifty percentage skill based correspondents in the curricula like microteaching, teaching aids preparation, practice teaching, lesson observation, academic

planning, internship etc.

Besides above practical courses through EPC is Enhancing Professional Capacities like Drama & art in education, Use of ICT in education, Entrepreneurship development, Reading and reflecting on text etc also help to develop the expected skills in the students teacher.

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

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

NEP 2020 recognizes that with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly how to learn.

In this institution whole work is conducted towards less content, and more towards learning about how to think critically and solve problems, how to be multidisciplinary, how to innovate, use new material in the changing fields. Present pedagogy is learner-centered, discussion based as well as holistic. Thus curriculum included Content cum methodology, Drama and art, cultural activities, Yoga, Understanding the self etc.

The customs and traditions are transcended through courses like perspectives in education where in philosophy of Indian thinkers like Swami Ramanand Teerth, Mahatma Gandhi, Anutai Wagh, Dr, Babasaheb Ambedkar, Rajaram Mohan Roy, M.G. Ranade and Maharshi Karve etc.

For the integration of Indian languages Understanding disciplines and subject, Knowledge & Curriculum are introduced to ensure proficiency in Indian languages. The medium of instruction of our college itself is Marathi which is complementary to 'Hindi' Language.

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

5. Focus on Outcome based education (OBE):

The prescribed syllabus has a special focus on Outcome based Education (OBC). Each and every semester has core papers and Elective paper and has enlisted the objectives with programme outcomes. Thus the whole two year B.ED. programmes are focused and aimed at outcome based Education.

20.Distance education/online education:	
6. Distance education/online education:	
Adequate information on digital initiatives in India is given to the students. In future some value added courses will be conducted online and in hybrid mode.	
Extended Profile	
1.Student	
2.1 Number of students on roll during the year	104
File Description	Documents
Data Template	View File
2.2 Number of seats sanctioned during the year	104
File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	30
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	51
File Description	Documents
Data Template	View File
2.5Number of graduating students during the year	51
File Description	Documents
Data Template	View File

2.6	104
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution

4.1	916000/-
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	25
Total number of computers on campus for academic purposes	

3.Teacher

5.1	05
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	06
Number of sanctioned posts for the year:	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

This institute is affiliated to Swami Ramanand Teerth Marathwada University, Nanded. The revision and upgradation of the syllabus is done at the university. The college has a mechanism for effective documented curriculum. The institute has committed to provide learning environment development of professional competencies and

skill for understanding as well as others to learn, to solve personnel and social problems and contain improving the overall performance of the quality management system. At first beginning of the academic year under the chairmanship of principal of the institute, IQAC Coordinator conducted the meeting with all faculty members. This meeting work of theory papers, practical various sections, EPC, cocurricular and extra- curricular activities. The Chairperson has distributed all the faculty members equally work. During the meeting the principal, IQAC coordinator and faculty members discussed and finalized about the methods, seminars, invited lectures as well as internship programs &EPC.IQAC coordinator prepares proposed academic year calendar and it is uploaded in the college website as well as the work distribution chart provide to all faculty member for implement curriculum during the teaching use of various ICT.

Due to COVID -19 all the classes, and workshops, extra-curricular, co-curricular activities were taken on-line on zoom meeting.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	View File

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

A. All of the above

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

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

B. Any 3 of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.gcenanded.co.in/igac/poco/PO-CO%20of%20B.Ed%20%20Syllabus%202021-22.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

15

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://www.gcenanded.co.in/igac/Academic%20Calender%202021-2022.pdf

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

01

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

01

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

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

51

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

51

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

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

One of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

0

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

1.3 - Curriculum Enrichment

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

The curriculum's encompasses an objective that to enable the student teacher to be a competent, committed to teaching professionals for achieving excellence in education for becoming an sensitive efficient teacher. As the whole course is CBCS - semester pattern it includes core course in perspective in Education with 8 subjects, Elective course with 8 subjects and in each semester one elective is to be chosen, Pedagogy of school subject include 07 subject at IInd and IVth semester each, two pedagogy subjects are chosen. Enhancing professional capacities include 8 subject and practical course in skill development consists 12 practical. Core course and elective course based practicum are included in the curriculum. Thus the above varied course gives logical understanding of the field of teacher education to the student-teacher.

Through enhancing professional capacities students like reading and reflective on text develop in depth understanding, critical analysis, broaden their views and develop professional writing, presentation and interaction skills related to any two books of their choice. Through drama and Art in education, Pedagogy Subjects can be converted in the form of drama through script writing, for this organization of workshop is done.

One of the important aspect is Skill Development related to teaching which is very essential in the profession. For this in the

curriculum practical course is provided which includes Micro-Teaching and Integrated lesson in Ist semester. From the above procedural knowledge i.e. practical knowledge student teachers develop skills at different levels of school education.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

The Ist Year Ist Sem. students are taught core course is theory paper - School Management and Administration student - teacher study administrative setup where in function of central and state government, functions of various school education i.e. HSC and SSC board, varied functions of district level, supportive agencies at international, national, state and district level for education are explained.

Curriculum implementation and evaluation under boards are considered for preparing assessment strategies and tools. The student teachers are exposed to different pedagogical practices of Boards in schools during the internship, trained to formulate subject specific academic standards and learning outcomes.

Functions of district level of education is provided to student-teacher during Internship as student-teacher get experience in different schools like Zilla Parishad schools, Municipal corporation schools, Aided schools and Un-aided schools and make them realize the functions at different types of schools at district level. In this way Institutions familiarizes students with the diversities in school system in Indian as well as at International for comparative perspective.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Teacher Education programme provides wide range of curricular experiences to the student-teacher. To provide the curricular experiences at the beginning of the session academic calendar is prepared. In the first week Orientation Programme student-teacher are acquainted with the course curricular by the faculty members. In accordance with the course curricular workshops are conducted for Enhancing Professional Capacities. The EPC like Yoga and Health Education enhance the students to understand the importance of Yoga and health awareness. This activity is presented through workshop and an expert is invited for the same.

Understanding the self :- A workshop is conducted for three days on understanding the self. to develop a holistic and integrated understanding of the human self and personality, to build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths. The following activities were taken in this workshop 1) knowing oneself 2) Personality development 3) Life Skill 4) Making SWOT analysis. The aim of the course is to develop understanding about them self's and to develop self as a person and as teacher through conscious on going reflection.

In fourth semester in Internship programme student-teacher are given the experience of planning the school time table, practice teaching lessons which is the soul of B.Ed. course, through pedagogy subjects the student-teacher learn to manage and handle the entire lesson skillfully and also learn the skill of class control which is one of the aspect while teaching.

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

1.4 - Feedback System

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

Four of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

Feedback collected, analyzed, action taken and available on website

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

110

2.1.1.1 - Number of students enrolled during the year

104

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

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

50

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

59

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

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

13

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

13

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

2.2 - Honoring Student Diversity

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

Every year government of Maharashtra conducts a common entrance test in collaboration with Admission Regulating Authority (ARA) before taking admission for B.Ed. programme. CET Exam is to tests whether a candidate is physically and mentally prepared to enter this B.Ed. professional course. Every candidate is assessed for Mental Ability, General Knowledge and Teacher Aptitude. The score achieved through CET are considered for merit, merit list is declared and then candidate approach to respective college to seek admission. After the admission in the institute the faculty members interact with students and take efforts to find out qualities, skill, strength and weakness of the students as the students are from state i.e. some are from rural, urban, semi-urban, and from district place too. As the faculty identify the students qualities, skill, strength and weakness, they are provided opportunities in different cultural programmes, morning assembly, sports, in various celebration of days etc so that they get exposure accordingly. As assessment is continuous process, the students are given guidance individually and in group which help them to improve their level of readiness and to undergo professional education programme.

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

<p>2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs</p>	<p>Six/Five of the above</p>
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	No File Uploaded
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded

<p>2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity</p>	<p>All of the above</p>
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

First Year - 11:1 & Second Year - 10:1

2.2.4.1 - Number of mentors in the Institution

5

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

2.3 - Teaching- Learning Process

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

In the 21st century and in the world of technology during pandemic i.e. in corona period on-line mode was the best option where teacher educators deliver in real-time through live online class. Live online classes allow teachers and students to interact face-to-face and give the same classroom-like environment for learning. Although there are number of mode approach to teaching learning process lecture method was also used to complete lengthy topics in the curriculum.

The teaching-learning modalities of the institution are rendered to be relevant for the learner group. The faculty provides a variety of learning experiences, which makes learning more individualized, creative and dynamic. Efforts are taken to maintain conducive atmosphere for better teaching learning process in the college. Experiential Learning: Demo and Practice sessions for Micro teaching skills are organized in a simulated condition. Students are taken for Field Visits to various schools, schools under different managements so that they can gain first hand experiences. Students are taken on field trips to interact with the artisans and understand their skills, opportunities and challenges. Thus, enriching the student teachers with local arts and crafts and enabling them to integrate these in their school teaching practice.

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

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

5

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

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

104

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

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

Three of the above

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

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

Continual mentoring is provided by teachers for developing professional attributes in students through the curriculum, co-curricular and extra-curricular activities. In various curricular activities like micro - teaching and internship, group of students are formed, the concern teacher deals with students diversity as the students come from different background, community and strata. Most of the students from rural area and from agricultural background as these students are not able to express themselves confidently with eye-to-eye contact while teaching in the peer group and in classroom also those students are handled or dealt in such that they slowly and gradually develop the professional quality as they work in team for achieving personal and common goal during learning. Due to continuous mentoring, besides learning skills, self awareness, self recognition and change in behavior leads to new identity of the student. All the students are in continuous touch with their mentor or teachers as there are number of activities to be conducted through the curriculum. For example through understanding the self students are made aware of life skills, awareness of adolescence stage, self concept and self esteem, empathy, knowing oneself, personality development, emotional intelligence, case study, writing owns CV (curriculum vita) and making SWOT analysis of own self. In this way conduct of self with peer and authorities is dealt. Balancing home and work stress: If a student face any problem related to their home issues the mentor make and effort to resolve it and take follow up it necessary.

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

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

Four of the above

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

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

Teaching learning process is nurtured in the class room while teaching which creates curiosity among the students-teacher. Students-teacher opinions are taken into consideration to motivate their observation, analysis so that thinking skills are developed. During the course each student has to prepare EPC individually which leads to decision - making, creative thinking and some of EPC develop life skills, like empathy, self awareness and reduce stress by giving self opinion. Number of co-curricular activities are conducted and in-charge faculty who is the facilitator under his guidance. Students get the opportunity to develop their creativity, innovations, thinking skills as they are free to present their ideas.

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

Eight /Nine of the above

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

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

All of the above

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

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

Four of the above

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

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

All of the above

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

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

Three of the above

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

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

Four of the above

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

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

The concept of Internship was introduced in two year B.Ed. programme and which is the backbone of B.Ed. course. The main aim of Internship programme is to incorporate teaching skills along with different aspects related to school. The numbers of schools are identified and selected and request letter are sent to avail permission for internship programme in two phases i.e. for four weeks in IInd semester and 14 weeks in IVth semester in respective schools.

Before the commencement of Internship, lesson planning workshop and orientation related to Internship is conducted. In IInd semester, one week Internship workshop is taken and students are given

guidance related to different activities to be performed in the school.

In IVth semester also orientation of one week of Internship is taken and students are guided related to the activities to be taken in Internship.

As the internship workshop is conducted by the teacher of institution, they are very well aware of their role when internship is going on. Teachers are appointed for a group of students; they guide the students for preparing the time-table, conducting morning assembly, curricular and co-curricular activities etc and wherever assistance is required for smooth conduction of internship in the respective schools.

After the completion of Internship programme the students submit their internship work-book to their respective professor-in-charge for assessment. The work-book is assessed by the concern lecturer and student's performance is judged.

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

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

2.4.9.1 - Number of final year students during the academic year

51

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

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

Nine/All of the above

responsibilities- experience/exposure
Preparation of progress reports

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

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

The concept of Internship programme was specifically introduced in two year B.Ed. course which is backbone of teacher education. In second and fourth semester internship programme is conducted.

In second semester weekly work is given to students and the role of teacher educator is to supervise that weekly activity is conducted in appropriate way. The school principal and school Teachers are made aware by conducting meeting in the institute about IInd Sem. and IVth Sem. internship programme. In the IVth Sem. the students get an opportunity to integrate theory with practice teaching lesson, preparing Academic planning i.e. year plan, unit plan, lesson plan and unit test with blue print. In this semester the students are three and half month in the practicing school so the teacher educator observe the students, there day-to-day attendance, participation in different activities of school, behavior with school Principal, School Teachers and peer too.

The school Principal issues a certificate to each student after successful completion of internship. The school teachers provide feedback of each student independently by a feedback form which represents overall performance of the student during internship.

The process of observation by peer is done while students conduct their practice teaching lesson and feedback is noted down in the

lesson observation book. Later the teacher Educator, school teacher and peer discuss on the remarks given for bringing about improvement. Thus comprehensive and continues observation and feedback is given to student teacher.

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

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

All of the above

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

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

Four of the above

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

2.5 - Teacher Profile and Quality**2.5.1 - Number of fulltime teachers against sanctioned posts during the year**

6

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

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

5

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	View File

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

5

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

5

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

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

colleagues and with other institutions on policies and regulations

Teachers put-forth efforts to keeps themselves updated professionally by attending various seminars and conferences at state and national level. Near about all the teachers have attended orientation and refresher courses. Many of the teachers have published research papers based on their research work. This year staff members published their research paper online, attended online conference and FDP programme to keep themselves updated.

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

2.6 - Evaluation Process

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

Continuous internal evaluation system is the integral part of the overall personality development of the students. The institute follow the guideline prescribed by Swami Ramanand Teerth Marathwada University, Nanded. The course structure is designed according to themes and areas prescribed by NCTE.

The course comprises of two parts i.e. Theory and practical. In theory part students learn about various papers and in alternate semester they learn about pedagogy of school subject. In theory paper 25 marks are allotted for practicum and 75 marks for the concern paper. The practicum comprises of 50 marks for enhancing professional capacities and skill development practical courses marks are given according to the prescribed syllabus.

To fulfill the above criteria the students internal assessment is done continuously by giving them assignments, practical's, participation in different activities like workshops, competitions, debate, speech, internships, sports etc. regularity of attendance and efforts taken by students are also considered. The overall performance of every student is done in every semester continuously by the professor in-charge of the concern subject.

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

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

Three of the above

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

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

In the present syllabus of Swami Ramanand Teerth Marathwada University, Nanded no internal examination are conducted for theory paper but in each semester internal assessment for practical course and enhancing professional capacities evaluation is done by faculty and professor-in-charge and marks are submitted to the internal assessment department of the college. These marks are submitted online to the University within the time bound

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

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

Before the commencement of the academic year the Academic calendar is prepared by the college according to the prescribed syllabus and guidelines of Swami Ramanand University, Nanded. While preparing the academic calendar for both the year vacations are also taken into consideration. Academic calendar is displayed on college website for easy access. Academic calendar contains the relevant information regarding the teaching - learning schedule, various events like celebration of Birth Anniversary of Renowned persons, celebration of National days, Workshops related to practical course and enhancing professional capacities, Submission duration or date of internal assessment work etc. with efforts by the faculty. with proper time management.

Academic calendar represents planning of college, schedule for academic semester and year to make aware the teachers and students about important date's - driven information. The calendar talks about academic and non - academic activities in addition to cultural events.

The sole purpose of incorporating academic calendar is to improve the teaching learning qualities, to finish the assigned task within deadlines and instill among teachers and students about the importance of professional standards.

Preparation of academic calendar contributes towards achieving the well-defined activities that has to take place during the year and of course for all round personality development of students. The academic calendar is the basic foundation for effective delivery of the activities throughout the year which ensures the completion of syllabus in the stipulated time.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.7 - Student Performance and Learning Outcomes

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

Programme learning outcomes (PLO's) and course learning outcomes (CLO's) are mentioned in the syllabus of SRTMU, Nanded. The PLO's mentioned in the syllabus for B.Ed. course are promotion of National values and goals, Integration of Knowledge and Pedagogy, Curricular analysis and Enrichment, Understanding the content and problem solving, Educational evaluation, Management, Guidance and Counseling services, Sensitivity for emerging issues, Learner Centered Educational Practices and Knowledge Creation, Research and Innovation.

The teaching learning process ensures alignment of above stated PLO's accordingly by planning out the curriculum transaction activities by all the teachers to achieve the CLO's mentioned. Teachers prepare year plan of their teaching courses to achieve the course learning outcomes. In the beginning of every academic year, each faculty member design and develop the learning experiences regarding the course assigned to them so that the desired course learning outcomes will be ensured. The professor-in-charge prepared different time tables for practical course and EPC's. Through these time tables, various workshops, activities are performed so that the students gain direct and indirect experience and thus attain the objectives prescribed for B.Ed. Programme PLO's are achieved through the academic calendar, while CLO's are achieved through teachers year plan and teaching plan of the B.Ed. course.

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

2.7.2 - Pass percentage of Students during the year

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

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

The progressive performance of students and attainment of professional and personal attribute are monitored and evaluated keeping in view the PLO's and CLO's by the college through continuous internal evaluation. For continuous internal evaluation teacher in-charge plays the role of mentor and to him/her students are given in the ratio of 1:10 so that the concern mentor monitors the students.

The PLO's and CLO's are assessed with the help of course outcome of the relevant programme through direct evaluation process. Through out the year the faculty in-charge records the performance of each student on each programme outcome. Students are evaluated for 75% of total marks by university exam and 25%marks as internal assessment by the college.

The progress in student is attained for professional and personal attributes by conducting following like group work presentation (Micro-teaching), Team work presentation (Teaching aid preparation), Writing various practical reports of action research, reading and reflecting on text, understanding the self, entrepreneurship development. To understand the impact of teaching - learning process students practice teaching lessons are observed and written feedback after observation is given for further improvement. At the same time observation of students knowledge and skills are measured through internship programme. Co-curricular activities like essay writing, social awareness campaign on different issues also play vital role for attaining professional attribute.

In this way PLO's and CLO's are attained by in-charge faculty for capturing students performance.

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

2.7.4 - Performance of outgoing students in internal assessment

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

51

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

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

Students from various streams take admission to two year B.Ed. programme. All the students are unknown about this profession and the skills required for the profession to identify the learning needs, at the beginning of the session, talent search programme is conducted. The students are observed and judged and we try to find out what is lacking in the students according to the profession.

Main focus of this programme is to identify the learning needs they require. Thus to fulfill the learning needs of the students number of workshop are conducted i.e. Teaching Aids Workshop, Micro-teaching Workshop, Academic planning workshop, Internship workshop, content-cum-methodology workshop.

Through talent search programme we observe that students don't have hobby of reading books so reading and reflecting on text workshop is

conducted and they are made to read 2-3 books and write a report on it. initially when the students are admitted in the college we come to notice that girls students are weak in health, so through Yoga and Health Education workshop they are motivated to keep themselves healthy and fit.

So in this way initially identified performance of students are catered to development of teaching skills through by teaching in the class. In internship programme leadership, stage-daring, fluency in language, facing the peer, eye-to-eye contact are progressed.

Thus slowly and gradually an unknown student of this profession carry with him/her number of attributes and attainment.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://www.gcenanded.co.in/iqac/Student%20Satisfactory%20Survey%20021-2022.pdf>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

00

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

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

00

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	One of the above
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File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	Two of the above
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File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	View File

3.2 - Research Publications

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

18

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

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

00

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

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

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

42

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

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

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

104

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

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

104

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

104

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

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

The five months of year 2021-22 was the period of pandemic all over the country. So restrictions were there to conduct and organize outreach activities sensitizing students to social issues and community development.

But we made the efforts to take programme declared by the government which were taken online and offline. The program was declared by Ministry of tourism, Govt. of Maharashtra related to a campaign named Swaccha Bharat Awareness, AIDS, Gender Sensitivity-"Beti bachao Beti Padhao, Gender Sensitivity, Jal shakti Abhiyan, Yoga etc. from August 2021 to July 2022. All programme were taken during

the year. All programme of outreach activities are mentioned in the academic calendar.

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

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

02

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

3.4 - Collaboration and Linkages

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

05

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

05

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

3.4.2 - Functional MoUs with institutions of National and / or International importance, other

universities, industries, corporate houses etc. during the academic year

09

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

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

Five/Six of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institution has a huge, neat, clean, green and plastic free campus i.e. eco-friendly campus for teaching learning environment. The following are the physical facilities available in the college campus.

*Classrooms: - Well ventilated, furnished, with ICT enabled three classrooms with green and white board.

*Laboratory: - Science laboratory and psychology laboratory are well- equipped.

*Computing equipments: - The College has 100Mbps of band width for internet.

*Computer Laboratory:- Well furnished, Well equipped computer laboratory is available for students 80that teaching-learning process is done in healthy environment of the campus.

*Library: - The library has ample number of reference books, school related tent books, competitive exam books, journals, e-books, e-journals etc.

*Sport Facility:- The campus has a play ground where outdoor games like volley ball, cricket, discuss throw, shot put etc. can be played.

*Other faculties:- like safe drinking water, washrooms, fire extinguisher, inverter / UPS facility and CCTV are also installed in the campus.

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

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

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

4

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

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

756064

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

4.2 - Library as a Learning Resource

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

In our institute, we have a library with collection of 25094 books. But, unfortunately the post of Librarian is vacant since many years. Every year a CHB librarian is appointed for the library. In the coming future, the institution is planning for automation of library using Integrated Library Management system ILMS. At present Library Borrower card system is followed in the library for the students.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	Nil
Any other relevant information	View File

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

Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The college library is a window to the latest information in teacher education, sciences, humanities and social sciences, for both the students and teachers. The library is engaged in designing and delivering need based information services. This institute is trying to remote access to library resources for future.

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

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

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

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

00

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

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

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

109

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

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

One of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

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

The institute has 100 Mbps Leased line Internet Connectivity. The Internet service provider for the college is Internet connectivity is available in the classroom and computer laboratory. The updating of the Wi-Fi facility is done by outsourcing agents where maintenance and repairing of IT infrastructure such as computers, internet facilities including Wi-Fi and updating of broad-band is done. Wi-fi network has been upgraded in the entire campus to increase the accessibility of digital content among staff and students.

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

4.3.2 - Student – Computer ratio during the academic year

3:1

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

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

D. 50 MBPS - 250MBPS

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

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	www.youtube.com/@dr.shailabhagwansarang6428
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	www.youtube.com/@dr.shailabhagwansarang6428
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

756064

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

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place. Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The following are the procedures and policies maintained and utilized for the following physical, academic and support facilities.

1. In Science Laboratory, Lab Assistant take cares of all apparatus and chemicals and also maintain the record for distribution of apparatus and chemicals to students.
2. Budget provisions are made for new as well as old facilities, repairs and maintenance for institution fromtime to time
3. Daily cleaning of classrooms, computer lab, Science lab, Library are done by the non-teaching staff. Monthly schedule is prepared by the senior clerk of the institution.
4. The college website is maintained by website provider on regular basis.
5. The computers available in computer lab, office, with facilities are maintained by Maintenance Service Provider.
6. Maintenance of electrical gadgets in the whole campus is maintained by visit on call basis.
7. Library facilities and services are well utilized by the students and staff members. Magazines, Newspapers, Competitive exam books, Reference books etc are provided to the reader i.e. students and staff members.
8. Besides, Out -door games ground, Parking facility is also maintained on regular basis by the non-teaching staff of the college

and safe drinking water machine is maintained by visit on call basis.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.gcenanded.co.in/
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

One/Two of the above

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

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the

Five/Six of the above

one/s applicable	
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	View File
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Two of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	No File Uploaded
Any other relevant information	View File

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
1	47

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

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

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

2

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

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

13

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

5.3 - Student Participation and Activities

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

Student council is active and plays a proactive role in the institutional functioning Response A student council is a representative structure through which students are involved in the affairs of the college. They collaborate with the administration, faculty, and students of the college to improve it. Student Council is an organization which support in college matters and events, an opportunity for students to practice leadership, and encouragement for students. The candidates for the student council are chosen based on both their academic and extracurricular achievements.

Objectives

1. To enhance communication between students, management and parents. 2. To promote an environment conducive to educational and personal development. 3. To promote friendship and respect among

pupils. 4. To solve student's issues. 5. To represent the views of the students on matters of general concern before the authorities. 6. To promote an awareness of human relations.

Responsibilities of the Student Council 1. To officially represent all the students in the college. 2. To identify and help solve problems encountered by students at the college. 3. To communicate its opinion to the college administration on any subject that concerns students and on which the council wishes to be consulted. 4. To promote and encourage the involvement of students in organizing college activities.

Composition of Students Council

1) Chairman-Principal 2) Secretary- One lecturer, nominated by the Principal 3) Member- One student from each class, who has shown academic merit 4) Member -One student from each of the following activities, who has shown Outstanding performance, nominated by the Principal, namely: (1) Sports (2) Social Activities (4) Cultural Activities

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

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

20

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

5.4 - Alumni Engagement

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

Role of Alumni association in the development of institution contributes to the growth and development of the College.

1. Alumni of this institute is non-registered but functional
2. Alumni have the potential to be the most loyal and generous supports for our College.
3. The alumni help in establishing networking with all students
4. Alumni generate invaluable word-of-mouth marketing among their social and professional networks
5. Alumni are many a times resource person in different workshops, cultural programmers' of our institution.
6. Alumni are great role model to current students as the current students are starter's of their career
7. Alumni's feedback and suggestions are helping hand for improving existing curriculum, organizing new-activities etc for augmentation of College
8. Alumni are facilitators for internship, career guidance, career opportunities for placements.

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

5.4.2 - Alumni has an active role in the regular

One/Two of the above

institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

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

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

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

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

The institution has alumni Association, in this association from the batch, 97-98 members are included. who have affection for the college. The college uses all the recourses as per the need for the welfare of the institution. Institute calls the meeting in the beginning or end of the academic year and plan the activities to be conducted in the current year and record is kept so that according to it activities can be taken. Many alumni members are active

participant in the society and thus with their help and support many activities are conducted in the college like tree plantation, health awareness, cleanliness of campus, awareness related to superstition, voting, Minority day, traffic sense, use of fire extinguisher, Addiction, Pollution, conservation of water, conservation of energy, Blood donation and organ donation, National Integrity and International Integrity and awareness of women empowerment.

The doors of college are always open to visit any members of alumni association. Whenever any of the member visit the institution we introduce them before the students and request them to motivate the current students.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The vision of our institution is '?????????? ??? ?? ??????????' it means "A lamp can never light another lamp unless it continues to burn on its own flame" To achieve this vision the institute try to implement all the activities, related to Curricular, Co-curricular and extra-curricular activities

The mission statement of our institution is :-

- To develop essential skills and values of teaching
- To acquire knowledge and understanding about emerging technological trends in Education.
- To develop healthy student teacher interaction.
- To develop the abilities to resolve educational problems in society through research.
- To accomplish above mission we focus on developing professional skills, values, which student-teachers will be needed in the future through various practicum courses and

continuous internal evaluation.

- Our students study ICT based practical work to develop ICT based knowledge for preparing lesson plan.

Institute conducts various group activities such as Understanding the self, Reading and Reflecting on text, Yoga and health Education, Drama & Art Education etc. through which discussion on topic is done between student-teacher and Teacher educator.

A well planed teacher training programme is prepare to achieve our vision and mission. All the faculty member put there efforts to train student teachers for there best. Various kinds of activities such as skill based experience, value oriented programme, ICT based training, healthy interaction between student and teacher, teaching learning strategies, ability to solve the problems through research in this way we try to give equal opportunity to student teacher.

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

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

The administration of the institution is decentralized and run transparently. All the administrative work is decentralized and carried out through various committees wherein teaching staff, non-teaching staff ,students, alumni and other stake holders are included. The various committees such as College Development Committee, IQAC committee, B.Ed. Admission committee, Internal compliance committee and etc.The list of committees are displayed at the beginning of the year on website. All above committees work independently under the guidance of Principal for planning, executing the different types of curricular, Co-curricular and extra-curricular and execute activities.

The Principal communicates all the necessary information to all the

committee members and maintain records of all the meetings and functions of the institute. The Principal call the meeting for discussing the budget, purchasing the item for infrastructure maintenance and for office. Meeting is also conducted before the commencement of Admission process. The Principal communicate the G.R's and other notice information received from the Government. University, Director of Higher Education, Joint-Director of Higher Education, NCTE, UGC immediately and instruct the staff member to work out on the same.

Academic transparency is maintained by giving the orientation about syllabus to the students. Academic Calendar is displayed on Notice Board and also on website. All the faculty follow all the academic and other related activities with the participation of the students from time to time.

Thus the decentralization of work in the institution help in improving the quality of its Educational profession.

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

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

Financial transparency : This institution is an Government Institute so the financial resources are procured from the Government and are utilized under different heads viz. salary, contingency, Stationery, water and telephone charges, Rent, office expenditure etc. and the accounts are audited accordingly. In the college, a purchase committee is formed comprising of Principal, faculty members. and administrative staff members. Every financial decision is taken through this committee.

Students admission fee is also deposited through online mode to respective heads in bank and in this way financial transparency is maintained

Academic transparency: Academic calendar is displayed on Notice boards as well as on the websites of the college for the convenience of the students. According to the academic calendar, the syllabus is

conducted. At the beginning of the academic year, the orientation about the syllabus is given. The faculty members follow all the academic activities related to syllabus from time to time and see that all the syllabus is completed in time prescribed by the University.

Administrative transparency is maintained by communicating all related information to the teaching staff, non-teaching staff and the stakeholders if needed. All the records are maintained of the functions conducted, workshop taken. Decision about budget, purchase, expenditure is taken by all the member of the purchase committee, The GRS and notices from UGC, Director office of Higher Education, University etc. are circulated to all faculty members, and non-teaching staff by the Principal and in this way administrative transparency is maintained.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

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

During the academic year as per guidelines of Covid-19 it had been decided to conduct different activities like daily lectures, Workshops, Seminar and curriculum related activities through online mode. All the faculty members took efforts and tried to give their best and contributed in this worst situation.

All the Students were strategically and gently tuned into online Education mode. Students regularly attended all the lectures, participated in national days and events celebration, gave speech on the national events, prepared PPT on the national events.

1. After end of Covid-19 the college conducted One day Multidisciplinary National conference on 28/03/2022. Multidisciplinary National Seminartopic was Women's image in Marathi literature 2022 in which number of participants took the benefit of the Seminar.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The organogram of the institute is " A lamp can never light another lamp unless it continues to burn on its own flame " which states that the Student-Teacher is lit by nurturing and by training with moral values, professional skills, development of personality, teaching of values and the Student - teacher continues to burn before he/she lit another lamp i.e. the student in the school, as a person in the society. Institute being a state Government institution, Principal is the head of the Institution as Administrative officer. All the teaching staff are appointed or recruited through MPSC and governed by MCSR, UGC and SRTM University. The recruitment of non-teaching staff is done by Director of Higher Education, and Joint Director, Nanded region, Nanded.

The serves rules and regulation are followed given in MCSR by teaching and non-teaching staff. The salary structure is as per State Government, NCTE and UGC norms. Our institute follow all the policies, procedures, rules and regulations laid down by Govt. of Maharashtra from time to time

There are number of committees like IQAC, Students council, Anti-ragging cell, Students Grievance and Redressal cell, internal compliance cells formed which function at College level. While functioning in all above committees all the stakeholders are involved for decision making process and to achieve mission, vision and objectives of the institution.

File Description	Documents
Link to organogram on the institutional website	1) https://www.gcenanded.co.in/ 2) https://hatedu.maharashtra.gov.in/Main/DepartmentStructure 3) https://dhepune.gov.in/
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Three/Four of the above

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

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

The institution runs various cells/committees and regular meetings are conducted wherein relevant issues or matter are discussed and appropriate decision are taken and minutes are recorded manually of each meeting.

The IQAC organizes meetings regularly and takes the decision with the help of all the staff members and Principal. In the covid-19 period, till December 2021 one decision was taken related to online teaching and implemented accordingly in the meeting held on 13/08/2021

For this an Regular online time table was prepared wherein lecture

related to papers, all practical work, Enhancing professional capabilities and skill development lectures and related activities were also taken and conducted and in this way the prescribed syllabus was completed by all the faculty members and students did not suffer and lack in this studies

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

6.3 - Faculty Empowerment Strategies

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

The Government of Maharashtra has humanitarian outlook towards its teaching and non-teaching staff. It initiates several welfare measures to maintain high motivation levels among its employees. Measures adopted for the welfare of the staff and faculty are as mention below:

Gives academic freedom for staff members, funds Faculty development programs, treats staff on duty when they attend Seminar, Workshops, Refresher, Orientation and all other faculty development programmes and administrative,academic training to be provided at government level through YASHADA also permission is given for higher studies. Annual increment for all staff - teaching and non-teaching is given in month of July every year. Library resources, journals, online journals other materials required from outside the college are all made available for the staff to enrich their content.

This institute has well-furnished staffrooms with internet connection, drinking cold and clean water facility and air coolers. Festival advance is given to non-teaching staff of the college. General Provident Fund (GPF) is availed by Teaching and Non-teaching staff as well as Holiday, HRA, GIS, Home loan, Vehical loan, Medical leave, Medical reimbursement, Maharashtra darshan for non- teaching staff facilities availables. Those employee who are appointed before 2005 they have facilities of Family Pension Scheme.

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

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

00

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

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

1

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

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

09

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

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

At the end of every academic year faculty is provided a "Self-Appraisal Form" along with PBAS which is designed by State Government. The self-appraisal form comprises of four criteria i.e. Evaluation of teaching, Research and Development, Administrative Work and Extension activities. At the beginning of the academic year each faculty has to set objectives and at the end of the year the percentage of achieved objectives are to be mentioned.

The Principal as the Reporting Officer assess the performance of each faculty on the above criteria and on the basis of tasks accomplice which is then forwarded to the Director of Higher Education, Pune as the reviewing officer. And finally it is submitted to the Department of Higher and Technical Education, Government of Maharashtra. The appraisal is use for the faculty at the time of CAS promotion.

Non teaching staff are also given "Self-Appraisal Form" which is designed by State Government. At the beginning of the year, Job

Chart is given to them. They set the objective and the percentage of the objective achieved are mentioned in the self-appraisal form. The Principal is the Reporting Officer who evaluates and assesses the performance of each staff on the basis of job chart. The same is forwarded to the Reviewing Officer Joint Director of Higher Education, Nanded. The copy of the reviewed appraisal is made available to the employed and the appraisal export is used for promotion.

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

6.4 - Financial Management and Resource Mobilization

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

Institution conducts internal and external financial audit regularly. The institution is mainly dependent for financial assistance on the state government. The assistance claimed for all excepted expenditure through budget to the director of higher education. Budgetary provisor is claimed there in the year i.e. 4 monthly, 8 monthly and 11 monthly. The financial assistance is utilize for development and day to day expenditure which is classified as plan and non-plan grants. These grants are utilized in the whole financial year as per the year as per the planning of the budget.

Internal Financial Audit :-

*The state government is allocated financial budget is submits to the state government.

*Internal financial audit is done by the govt. auditor deputed by Joint Director of Higher Education, Nanded Region Nanded who verifies all the records.

*Cash book are maintained and verified by the principal regularly.

External Financial Audit :- By Rule External Audit is carried out by the Accountant General, Nagpur. Usually Directorate of Higher Education, Pune & Joint Director Higher Education, Nanded inspects of Finance & related record.

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

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

00

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

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

The institute is ruined by the state govt. so the funds and budgets are sanctioned by government itself the institute demands head wise allocated funds online through "MAHAKOSH" and the institute mobilizes on utilizes funds head wise distributed throughout the year.

As to maintain the transparency of the funds before demanding of the budget the expected needs are discussed in the meeting by the

principal and the head clerk and at times with the teaching staff too. According to the demand the funds are mobilized/ Utilized under the following heads mainly 1. Salary 2. Budget 3. Infrastructure 4. Maintenance & Repair 5. Book purchase for Library 6. Office expenditure 7. CHB Payments.

If the demanded funds are not utilized by the Institute, when the specific grants of funds are to returned back to the government. In this way mobilization of funds and optimal utilization of resources are done.

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

6.5 - Internal Quality Assurance System

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

The internal quality assurance cells plays a vital role in quality enhancement and assurance of college. The IQAC has been conducted as per the guidelines of NAAC. The cell monitors all the activities and its infrastructure needs with a view to improve and strengthen the colleges quality enhancement and assurance. Even though the year 2021-22 was the half year of Covid- Pandemic, the IQAC played significant role. The IQAC met four time in the year. The main agenda of meetings were teaching- learning process to be conducted online & offline, orientation of revised B.Ed syllabus, preparing academic calendar, programs related health awareness, environmental awareness, one day Multidisciplinary National Seminar, to plan and prepare Nitipath Pustika , online & offline practiced exam.

The following were the initiatives taken by IQAC

1. Celebration of Marathi Bhasha Pandharwada Din from 14/01/2022 to 28/01/2022 and all faculty and student teacher participated.

Reading Motivational Day, Sushasan Din, Marathi Bhasha Din were taken from time to time.

1. Offline all practical works of First, Second and Fourth semester were conducted.
2. one day Multidisciplinary National Seminar, Women image in Marathi literature is conducted on 28 March 2022.
3. Nitipath Pustika was prepared.

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

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

The Institution Services its teaching- learning, structure and methodology and learning outcomes are put forth through IQAC at periodic intervals.

- All the students are provided a feedback form on faculty teaching-learning process. The students evaluate each aspect and the actual picture of teaching-learning process is ascertained.
- The IQAC analyses the feedback given by the students.
- The principal and the IQAC coordinator given oral instruction to the concern to improve the performance.
- The students learning outcomes are reviewed through practical work, workshops, EPC, skill development practical or assignments and university examination.
- Student-teacher practice teaching-learning process is reviewed by giving remarks at the end of the lesson. The students have improve the practice teaching - lesson and improve teaching learning process.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	No File Uploaded
Any other relevant information	View File

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting

quality culture during the year

08

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.gcenanded.co.in/igac/IQAC%20Meeting%20Agenda,%20Minutes%20&%20Action%20Taken%20Plan-2021-2022.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.gcenanded.co.in/igac/AQAR%202020-2021.pdf
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	View File

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

1) This institute has first time completed NAAC in 2014. For the first cycle (2014) :- One of the recommendation that was stated as infrastructure facilities including land and building to be developed within a period of three years. So GCE Nanded has prepared approved a building plan as per the NCTE norms with the help of PWD, Nanded. This approved building proposal send to Director of Higher Education, Maharashtra State for approval. Director of Higher Education, Maharashtra state forwarded the approved building proposal to higher education Department of Maharashtra State. In the year 2021 dated on 12 February Department of Higher Education, [M.S.] Mantralaya sanctioned the G. R. for administrative approval for construction of building. On 12 August 2021 inauguration building construction was done by Honorable Ex-Chief Minister & PWD Minister Shri Ashokrao Chavhan. And at present the building construction is under progress. As Per the Executive Engineer of PWD the work will be completed tentatively within two years.

2) In the Ist year IInd Sem. Under EPC the institute organizes workshop for use of ICT in education for student teacher. SRTMU introduced 2 year choice based Credit Semester Pattern Program w.e.f. 2019-20 and in the IInd year IVth Sem. syllabus Educational technology and ICT paper is included. In this paper 75 marks are for theory paper and 25 marks are for Practical work and so also in IVth Sem under EPC Use of ICT in practice teaching lesson is introduced and student teacher prepare 02 lessons for each method using ICT.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

This Institution being Government College we do not have any such specific energy policy rather cannot have any prior to government permission. Limited funds as released by the government so we do not have alternate source for energy conservation. Our college at present is in a rented building thus we have limitation for the same.

At present in college premises we have LED bulbs and tubes which are made use of. We have given strict warning to the student, teaching & non-teaching staff to put off the lights and fans when they are not in use. This Institution conducted all energy policy activities as per Government resolution.

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

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

1. Orientation workshop was organized for the student to make

them aware of waste management.

2. The waste water from the filter is utilized for the plants.
3. One sided printed papers are reused again.
4. In the campus, manure pit is prepared and in that the dried leaves of plants are collected and manure is prepared.

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

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

One of the above

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

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

One of the above

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

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a

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

Our institution is away from main city so the campus is basically pollution free. On different occasion, tree plantation programmes are conducted. Tree plantation was done at internship school. Some plants available in the campus were taken care of by the support staff of the college.

The classroom, college premises, corridor, table chair are cleaned by the support staff which is mentioned in them job chart. This half year, pandemic was these so the staff of Nanded - Waghala Municipal corporation, Nanded sprayed disinfectant to sanitize the campus and class rooms.

Dust-bin are kept all around the campus to collect the dry waste material and segregation of it.

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

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

Four of the above

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

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

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

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

According to revised prescribed curricular student - teacher have to go through the internship in Ist and IInd year which is the unique part where in the student - teachers have to demonstrate and practice how to teach in the class. For this they have to attend the local secondary school physically to get first hand experience of classroom teaching and other school activities like planning the unit-test, celebration of different days, like Independence day, Republic day, Gandhi Jayanti etc, For this trainees take the guidance and seek help from senior and experienced teachers of the school.

In the year 2021-22 due to first five months of Covid-19 Pandemic Students were now and then advised and motivated to vaccinate themselves and be while moving in the local area where they stay.

In this way the institution put fourth efforts leveraging local environment, locational knowledge and resources, community practices.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic

A. All of the above

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

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

7.2 - Best Practices

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

2. Concept of Mentor and Mentee group

Context :-

To resolve students academic problems in the year 2021-2022 (COVID - 19)

Objectives :

1. To develop rapport between student teacher and faculty.
2. To understand and solve the problems of student teacher.

Implementing the Practices : -

The purpose of Mentor & Mentee is to develop better understanding and keep co-ordination to resolve the problems the students. The students are divided into equal number and groups are formed. To each group a faculty i.e. mentor are assigned who play the role of parent.

In the second year of B.Ed. course three and half month internship programme is to be run and all the students are divided into different schools.

The mentor looks into students problems arise in the internship programme and in different activities given by other faculty too.

This concept of Mentor - Mentee was very helpful to solve all kinds of problems faced by the students, their doubts were resolved and the students were encouraged and motivated to participate in all the activities which were conducted online and also sometimes offline too. The mentor as possible guidance and concealing to Student.

Impact :

In this pandemic year this practice of Mentor-Mentee was beneficial to all the student teacher and develop the confidence to stand against the Covid-19. And solve Students various types of problems.

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

7.3 - Institutional Distinctiveness

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

This institute (Government College of Education, Nanded) is the oldest and reputed teacher education institute in the Nanded region established in 1968.

Year 2021 was COVID-19 pandemic year, there was lockdown of half year every where. we had to start our academic year in online mode which was a big challenge to the institute.

In this period, college conducted so many programmes about the awareness and preaction of COVID-19 online mode. During this Covid-19 the institute had taken all the activities of Third Semester like Content Cum Methodology, Psychological experiment, Basic Research in Education and all the activities related to EPC like Understanding the Self were conducted online. Teaching Aids preparations, Micro-teaching, integrated lesson, Yoga and health Education, Reading and reflecting on text of the first semester, Use of ICT in Education, Drama & art in Education, Educational planning, Practice Teaching, Lesson observation, Internship (Four Weeks) of the second semester, and fourth semesters Use of ICT in lesson, Entrepreneurship development, Internship (Fourteen Weeks) and final lesson were conducted offline mode. Besides this, Celebration of National days, Birth Anniversary of national and social reformers were conducted online as well as offline as per situation. University exams were also conducted in offline mode. Following programmes were declared by State Government like International Day of Yoga 2022, Pledge to be Tobacco free, Mahaparinirvana Day of Dr. Babasaheb Ambedkar etc. conducted in College through online & offline mode.

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