



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

HINDUSTANI EDUCATION SOCIETY AZAD SENIOR COLLEGE AUSA

**AFSAR NAGAR, AUSA TQ. AUSA, DIST. LATUR.
413520**

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Azad Senior College AUSA is a college which offers 2 years B Ed Program. It is affiliated to Swami Ramamand Teerth Marthwada University Nanded and it is recognized by National Council of Teacher Education (N.C.T.E.) and Govt. of Maharashtra. The institute was established in 2008. College received Minority Status from Govt of Maharashtra in 2008. It is a private, permanently unaided minority college in AUSA.

It has completed 16 years of service. It was started with the sole purpose of creating well trained techno savvy teachers with sound subject knowledge and who would be familiar with the latest methodology of teaching. Azad Senior College is committed to impart need based, practical education to the students. It believes in holistic development of students.

Our College believes in creating teachers who are strongly rooted in Indian culture. It provides value based innovative education and endeavors to create responsible citizens who are aware of the multiculturalism of Indian society.

Azad Senior College is known to provide the best of facilities for its students. It has created a conducive environment keeping in mind the need of the present with a futuristic outlook. It has a pleasant ambiance. College has very impressive infrastructural facilities in terms of inclusion of spacious Multipurpose Hall, Seminar Hall, Practical labs, ICT classrooms staff room, Psychology lab, playground, Indoor Stadium etc. Within a very short span of time, it has made a name and fame for itself due to its belief in providing quality education.

Azad Senior College is having excellent placement track record because of soft skill training programs, TET Guidance classes and practicing research oriented teaching & learning methods.

Vision

Creating Quality Teachers for Nation

Mission

Mission: Transform the students into Competent and Nation Building Teachers

Objectives:

1. To provide job oriented education
2. To develop a sense of Humanity among the students
3. To impart a sense of innovativeness among the students

4. To equip the prospective teachers with necessary pedagogical skills
5. To enable the teacher to acquire understanding of child psychology
6. To develop positive attitude towards teaching
7. To develop self confidence in the teachers
8. To enable teachers to make proper use of instructional facilities
9. To motivate teachers to learn new tools and methodologies of teaching

10. To create love for teaching and learning

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Visionary and supportive management
- Effective teaching learning methods
- Receptive and Interactive classroom environment.
- Well-equipped Laboratories
- Emphasis on student centric Education and Need based learning
- Tuition fee waiver scheme for economically weaker students
- Holistic development of students by active mentoring system
- ICT equipped all classrooms and seminar hall
- Located on National Highway
- Active career counseling and personal counseling
- Well ventilated and spacious classrooms
- Highly committed and supportive alumni network
- Transparent feedback system
- Well equipped indoor sports stadium.

Institutional Weakness

- Weak Research Culture
- Limited facilities for differently abled students.
- Non-availability of NSS scheme
- Non availability of funds from funding agency or by means of donations
- Weak communication skill

Institutional Opportunity

- Become a lead college in BEd education.
- Expand Community neighborhood activities

- Potential candidate towards starting Integrated BEd Program
- Increase Alumni Fund
- Grab medals in sports and cultural activities.
- Develop college as a pool of Best teacher provider

Institutional Challenge

- Increase research publications
- Retain qualified Staff
- Make cent percent attendance of students in Class.
- Provide financial support to poor students.
- Develop ICT skills among rural students

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Hindustani Education Society's Azad Senior college Ausa is a Teacher Education Institute affiliated to Swami Ramanand Teerth Marathwada University, Nanded since 2008. Institute follows the curriculum prescribed by the Swami Ramanand Teerth Marathwada University, Nanded. Institute has curricular planning committee under which in house review of curriculum is under taken. For meetings of planning committee stake holders from various schools, employers, local subject experts, alumni and students are also involved. While teaching curriculum every teacher explains the PO, PLOs and CIOs. In addition to this all POs, PLOs, CLOs are stated on website. A choice of Optional and electives is made available to students. In last five years yearly two value added courses and one self study courses is provided. Completion of these courses by student was compulsory. In last five years 31.01 percent student have completed value added course and 8.53 Percent student have completed self study courses

Curriculum of the BEd program is student centered and provides ample of opportunities to gain and demonstrate skills, knowledge and related attitudes. In class room teaching, faculty tries to imbibe diversities in school system which also students experience through internship in various schools. Structured feedback is designed and obtained from students, alumni, parents, practice school institutes and employers through Feedback committee. Curriculum implementation is monitored by the Principal, An academic planning committee / IQAC makes its systematic analysis and as a part of action taken same is communicated to Concerned Board of Studies Of Parent University.

Teaching-learning and Evaluation

Our Institute is affiliated to Swami Ramanand Teerth Marathwada University, Nanded since 2008. On 30/01/2018 Govt Of Maharashtra granted Religious minority status to our college. In spite of this Institute accommodated some students from deprived classes belonging to SC, ST and OBC, other than minority. Parent institute purposefully gives representation in staff to teachers belonging to category of SC/ OBC over and above Minority class.

To identify different learning needs of admitted students, college conducts entry level test. On the basis of, it

students are categorized as slow, moderate and advanced learners. Slow learners are provided with extra classes in their difficult area of subjects and advanced are learners are encouraged to participate in various co curricular and extracurricular activities. Mentors identify learning needs and make necessary arrangements to provide academic support in consultation with Principal . All faculty members follows multi mode approach in teaching –learning ,in terms of experiential ,participative and problem solving learning methodologies.

Teachers are encouraged to acquire ICT skills and are provided with necessary facilities for effective teaching . Students are also motivated for ICT use for understanding and implementing knowledge. Students are motivated to undertake book reading , group discussion on policies , presenting seminars etc to nurture creativity, innovativeness , thinking skill and life skills. Institution is committed to provide opportunities towards developing competencies and various related skills of teacher education . Students are encouraged to prepare practice lessons and acquire skill to handle diverse school students during internship.. Heterogeneous assignments are given to students to observe their preparation as a teacher. Internship programmes is systematically conducted at various schools. Internees are engaged on school in class room teaching , mentoring , time table preparation , assignment tests etc . During internship feedback is solicited from different stakeholders.

Teachers keep themselves updated through participation in conferences , seminars etc. Internal evaluation method is transparent at college level and is well supported by grievance redressal mechanism . In Last Five years college average pass percentage is around 90 percent . Achievement of PLO and CLO is also evaluated .

Infrastructure and Learning Resources

The institute has the adequate infrastructure and learning resources like classrooms, Multipurpose/ Seminar hall, computer lab, Science lab , social Science Lab, arts and Crafts Room , library with Boys, Staff and Girls separate reading room, Music Room, Visitor Room , Yoga Room , Boys and Girls common room, Parking lot , Indoor stadium , Play grounds etc . All five class rooms are ICT equipped with Voice amplifier and one of them is equipped with LCD projector. As per the NCTE norms classrooms are spacious, well ventilated and decorated with colors and curtains. Seminar hall is equipped with LCD and class room addressing system. Library is partially computerized with OPAC facility. In library E Granthalya software is being used. .Institute has provided remote access to library through DELNET. Institute has subscription to e books and e journals through DELNET . Per day usage of library by students and staff is around 11. Efforts are made to make available policies and other books on education to staff and students. . Institution updates its ICT facilities timely as per need . Institute has well developed computer lab where in 15 computers are made available with Internet. College has provide free internet facility with a bandwidth of 100 MBPS. Institute follows maintenance policy to maintain academic and physical facility. Well developed systems are in place in college to maintain and utilize academic and support facilities. Students are guided about different test, materials and equipments. College has playground and equipment's to play various games. College has well equipped Indoor stadium where in Badminton, Table tennis sports facility is made available. Facility of pure drinking water is available. Green Campus is the basic identity of our campus. Our Management also well concentrated for giving required facility to the students

Student Support and Progression

Our Institute is committed to foster the holistic development of its students and teachers, by providing a

nurturing environment conducive to their growth and well-being. Various initiatives are in place to address the diverse needs of students, including scholarships. Concession in tuition fees is provided to needy and economically poor students. Active placement cell is in place to guide about placements. Nearly 57.14 percent students have progression to higher studies. College arranges Free of Cost TET guidance classes. In last five years 28 student have passed TET exam conducted by Govt Of Maharashtra.

A comprehensive range of programmes is organized to cultivate essential professional skills, with career and personal guidance, communicative English training, ICT skills development, reflective practices, and research skill workshops integrated into the academic calendar. Expert resource persons are invited to deliver talks on topics such as legal rights, women's rights, women health , first aid, and family relations. Training sessions covering disaster management, organic farming, eco-friendly products, yoga, are arranged for ensuring students all-rounded development. Capability enhancement programmes on career and personal counselling are arranged. Student support facility such as Parking, separate Common rooms for Boys and Girls, First aid facility , purified drinking water, canteen facility on no loss no profit basis etc are made available on campus. Every year Sports and Cultural Events are organized at institution level . Institute has active ICC cell, Grievances committee , anti Ragging committee to address any grievances timely.

Students are actively involved in decision-making bodies and committees, with dedicated mechanisms in place to address grievances and ensure student safety, including prescribed code of conduct.

College has alumni Association. Every year its meetings are arranged and alumni are asked to provide academic and financial support. As a result of this many alumni came to college as Guest Speaker and motivated students through guidance and interaction. Further Alumni engage with students through demonstration classes during induction and internship programmes, leveraging their expertise to support the next generation of educators.

Governance, Leadership and Management

Azad Senior College Ausa is the Teacher Education Institute running 2 Years B.Ed. Program in rural area . The Governance of B Ed College is reflective of an effective leadership in tune with its Vision “Creating Quality Teachers for Nation”. To fulfill Vision and mission statement college practices decentralization and participative management. This is evident from the fact that all statutory and most of working committees have given membership to students.

To maintain transparency in Financial matters by carrying out Internal audit quarterly and annual audit yearly. Academic transparency is evident from Continuous Assessment monitoring Committee. Administrative transparency is observed by assigning role and duties of every member involved in Administration .

Institute strategic plan was prepared in 2017 and it was effectively deployed in

year 2018 to 2023 . College follows rules and regulations of Parent university, Govt of Maharashtra, and NCTE in day to day functioning and in the appointment of staff. While E governance is supported by making use of Biometric attendance. Regular meetings of statutory committees are conducted and on resolutions passed action is taken by Principal . Welfare measures in terms of service conditions are effectively deployed. Every year FDPs for teaching and some for non teaching staff are conducted . four teachers have completed short term courses. For giving promotion to Staff every year PBAS forms are evaluated . College makes use of funds optimally.

Internal quality assurance cell was established In year 2022. Before its formation Academic Planning Committee was looking after the quality initiatives. IQAC has played an important role in institutionalizing quality initiatives through value added courses, self study courses, TET guidance classes, English soft skill development programme etc. Through IQAC college completed Academic and Administrative Audit by Parent University

Institutional Values and Best Practices

Azad Senior College Ausa, stands as a guiding light in the realm of education, driven by a steadfast commitment to core institutional values centered on sustainability, ethical conduct, social responsibility, and technological innovation.

The institution's ethos is deeply rooted in green practices, with a firm dedication to environmental sustainability evident in initiatives such as waste reduction, energy conservation, and promoting a plastic free environment. These values are instilled in teacher candidates, ensuring they embody a sense of environmental stewardship in their future classrooms. Implementing scientific waste management and water conservation practices, institute exemplifies a commitment to eco-conscious practices.

The institution's code of conduct upholds the best ethical standards, fostering a culture of integrity, respect, and professionalism among faculty, staff, and students alike. This code serves as a guiding principle for all members of the institution and inspires aspiring educators to uphold similar values.

Social commitment is a fundamental aspect of Institute's mission, as

evidenced by its active engagement with local communities through outreach programs . Through service-learning initiatives, students contribute to community development, gaining practical experience while making a positive impact on the lives of others.

College seamlessly integrates importance of Soft skill development programmes by identifying it as one of the Best Practices. Other best practice is providing free TET exam guidance. . This practice has good results which are reflective from --- no students qualified in last five years and gained the Teacher jobs in Various Schools.

The institutional distinctiveness lies in its commitment to Urdu language by providing course titled AAO UDU SIKHE for non Urdu speaking Students which helps to maintain communal harmony .

Research and Outreach Activities

Azad Senior College AUSA promotes research culture among its faculty members and students. The college has research committee to encourage and motivate faculty members and students to engage in research activities.

To facilitate research, college has made policy to provide financial assistance to the staff who participates in various research-related activities such as seminars, conferences, paper presentations, and research paper publications out of country . The college also felicitates faculty members who publish their work in an ISBN book, which is a globally recognized standard for identifying books.

Furthermore, the college has a policy of providing study leave / special leave to faculty members for fieldwork, which enables them to conduct research in their respective fields for Ph.D.

The college has a dedicated research committee that guides students in research projects at local and university level and carries out various research-related activities. Over the last five years, the faculty members have published research papers through various journals and also have published books

Apart from research, the college also emphasizes creating an ecosystem for innovations and contributes to various outreach programmes arranged for the students. These programmes aim to make students more sensitive to community issues such as gender disparities, social inequity, and inculcate values and commitment to society. The college has organized various activities such as Swachh Bharat Abhiyan , Road Safety Campaign, Cleanliness of campus , Yoga Sessions, , Water Conservation, Green India, and Tree Plantation Programmes , Aids Rally and Voter awareness camps, to foster social responsibility and community engagement among the students.

The college collaborates with various academic institutions for professional and social relevance. The collaboration includes training, internships, and student exchange programmes with different schools. The institution also promotes institutional development, institution-community networking, and institution-school

networking, which helps in creating a network of professionals and fosters a collaborative and supportive environment for research and academic development

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	HINDUSTANI EDUCATION SOCIETY AZAD SENIOR COLLEGE AUSA
Address	Afsar Nagar, Ausa Tq. Ausa, Dist. Latur.
City	AUSA
State	Maharashtra
Pin	413520
Website	www.azadbedcollegeausa.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	BALID U S	02383-220093	7350849222	02383-220093	ausaazadbed@gmail.com
IQAC / CIQA coordinator	S. B. SURWASE	02383-220098	8830328595	02383-220098	surwase3553@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate 2_compressed.pdf
If Yes, Specify minority status	
Religious	Religious
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Maharashtra	Swami Ramanand Teerth Marathwada University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	29-07-2015	12	BED program initiated in two thousand eight

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Afsar Nagar, AUSA Tq. AUSA, Dist. Latur.	Rural	1	2142

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BEd, Education, Education	24	UG	Marathi	50	50

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				15			
Recruited	0	0	0	0	0	0	0	0	5	2	0	7
Yet to Recruit	0				0				8			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				9			
Recruited	0	0	0	0	0	0	0	0	9	0	0	9
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	5	2	0	7
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

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

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	2	0	3
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	12	0	0	12
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	41	0	0	0	41
	Female	58	0	0	0	58
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	3	2	2
	Female	10	6	2	2
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	6	2	2	1
	Female	12	8	4	4
	Others	0	0	0	0
General	Male	38	31	56	58
	Female	84	92	98	78
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		154	142	164	145

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Multidisciplinary education is an approach to learning that takes into account different disciplines, subjects, and perspectives. It encourages students to broaden their learning beyond traditional boundaries, explore multiple perspectives, and cultivate new skills. Our Parent society has already Arts, Commerce and Science College along with pharmacy and polytechnic , for making campus vibrant and multidisciplinary. Students of B Ed will avail subject of other disciplines as per their choice and interest. Skill development courses, Online courses and certificate courses will be provided for the all round development of the B Ed students.</p>
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<p>2. Academic bank of credits (ABC):</p>	<p>ABC shall deposit credits awarded by registered institutions into students' accounts. The Academic bank credit(s) can only be shared from institutions, not directly from the student. Only credits submitted by an authorized institution will be accepted for storage and validation by the ABC. Institute has made technology based system of student's enrollment number and marks of the each component will be stored in Academic credits of the students. As per the University guidelines students' performance will be judged on the basis of Academic, Practical and Practicum components.</p>
<p>3. Skill development:</p>	<p>Life skill education helps students understand how to navigate the world around them and make sound decisions in their daily lives. It teaches problem solving, self-advocacy, emotional intelligence, financial literacy, critical thinking and decision making skills As a B.Ed. institute we are already providing many required skills to the students like time management, communication, soft skills etc. Teacher education program are responsible to develop many skills in students. We are providing training of CTET and TET exams for the development of competitive approach in students mind. Many students have passed till date due to these training skills. Institute is also providing students development program and addressing many issues of personality development. Institute is taking efforts for skill development of students</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Our college is giving importance to all the regional languages. In B.Ed. course much pedagogy are added as per the directives of NCTE. Hindi, Marathi, English languages are the method subjects to the B.Ed. students for learning all important information of Indian languages. History, Geography, Economics are the main subjects of social science for enhancing the knowledge of Indian culture and other system. We are providing resources to the students for learning aspects of Indian modern change in education system</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>As per the directives of NEP University has started taking efforts to make all syllabus outcome based. Syllabus will be the compile part of skills, content and knowledge. Revised Blooms Taxonomy will be followed for the evaluation of the students. Each Subject mapping chart will be prepared on the basis</p>

	of course outcome. After the results mapping will be done by each subject teacher. Subject micro plans are prepared accordingly to make teaching learning process outcome centered
6. Distance education/online education:	Our college is running two years B.Ed. program in the rural area with the affiliation of SRTM University, Nanded. Institute is also focused on distance education courses of YCMOU, University Nashik. Our Parent society is already running PG course of M.A. in Education at Azad Mahavidyalaya, Ausa.. College has provided opportunity to the in service teachers for doing M.A. Education .College is also guiding students to take benefits of online courses of SWAYAM and UGC for extending learning skills

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<ul style="list-style-type: none"> • An Electoral Literacy Club is a platform to engage school students through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarize them with the electoral process of registration and voting. ELCs are also present in colleges and rural communities. • At ELCs, learning meets fun. Activities and Games are designed to stimulate and motivate students provoking them to think and ask questions. Through ELC, Election Commission of India, aims at strengthening the culture of electoral participation among young and future voters.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. College has appointed teachers in charge to monitor the activity of ELC club. Our students are doing practice teaching and internship in the different schools of government and semi government. All Internship in charge is taking responsibility of orientation about the activity of electoral club in the allotted schools and college. ELCs are present in Schools, Colleges and Rural Communities. Following will be the members in each type of ELC
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of	In the ELCs, members will be part of interesting and thought-provoking, mostly classroom based activities and games. There are orientation sessions and group discussions are conducted to make students

<p>students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Awareness. ELC is basically doing the work for the national progress. College is also celebrating national days like 26th January and 15th August. At that time ELC is functioning for the awareness activity. All this activities and games which have been carefully designed to impart specific learning which will help them become an 'Empowered (Prospective) Voter'.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Yes. College has taken awareness drive in schools and junior colleges. Students teacher are doing internship programs in various schools and they are making orientation for the Secondary and Higher Secondary school students. Under the cultural activity in schools students are made aware about the importance and need of the election in democracy and importance of voting for making our democracy healthier</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Our all admitted students in B.Ed. course have already completed 18 years. After admission process in induction program we are making orientation to all the students for registering in the ELC. College is also making facility to provide registration forms and required guidelines to the students. Junior college students are also motivated by the students of B.Ed. course for the required process</p>

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	144	164	142	154
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	50	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	9	10	19	32
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	96	65	65	57
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	94	60	62	28
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
99	144	164	142	154
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	12	13	11	16
File Description		Document		
Institutional data in prescribed format		View Document		
Copy of the appointment orders issued to the tea		View Document		

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	15	15
File Description		Document		
University letter with respect to sanction of p		View Document		
Any other relevant information		View Document		

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.464	2.674	1.59	3.90776	1.36574
File Description		Document		
Audited Income Expenditure statement year wise d		View Document		

3.2

Number of Computers in the institution for academic purposes..

Response: 15

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Azad Senior College AUSA, being a Teacher Education Institute affiliated to Swami Ramanand Teerth Marathwada University, Nanded. Our College follows the curriculum prescribed by the Swami Ramanand Teerth Marathwada University, Nanded. On the basis of University calendar College prepares Academic Calendar every year mentioning dates of internal exam, microteaching, practice lesson and internship, national day celebrations, extension activities day etc. in the academic calendar dates of commencement of classes and syllabus completion are also mentioned. In the induction programme of student's details of academic calendar and its execution are explained to students. College tries to conduct all activities as per academic calendar. The monitoring of academic calendar activities is done by academic calendar committee.

Planning of the Curriculum-

At the beginning of the academic year, every teacher is asked to make plan of teaching their subjects. As per instructions every teacher prepares the same and its report is given to the principal at the end of every month. Due to absence of teacher if classes are missed he/she is asked to conduct extra classes and complete the curriculum in the given deadline as per teaching plan.

Feedback collection and its analysis-

IQAC of the college has developed the feedback forms to solicit the feedback from various stakeholders such as students, Teachers, parents, alumni and employer on curriculum.

At the time of internal examination every student is provided with feedback forms and asked them to rate appropriate remarks about curriculum. In a similar way as and when parents, alumni, peer teachers and employers visit the college from them the feedback on curriculum is sought. All the feedback forms are collected, analyzed and its report along with suggestions given by stakeholders is prepared by IQAC. And same is forwarded to the BoS of University for consideration and necessary action.

Also in the sendoff programme of SY students many of the students are given opportunity to speak on their experience during program completion. In this program few of the students comments on modifications in curriculum, difficulty level of curriculum. These suggestions are noted and communicated to the University authorities for necessary consideration. This is the mechanism that is followed by our institute in planning, reviewing and revising curriculum.

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

1.1.2

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

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

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

Response: A. Any 5 or more of the above

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

1.1.3

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

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

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 100

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	24	24	17

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	24	24	17

File Description

Document

Data as per Data Template

[View Document](#)

Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum

[View Document](#)

Any other relevant information

[View Document](#)

Academic calendar showing time allotted for optional / electives / pedagogy courses

[View Document](#)

Paste link for additional information

[View Document](#)

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 1.6

1.2.2.1 Number of Value – added courses offered during the last five years

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

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.3

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

Response: 31.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	50	0	75	54

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

1.2.4

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

through

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

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.5

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

Response: 8.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	17	00	16	13

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

A Fundamental Understanding of the Field Of Teacher Education

Institute give understanding about the field of teacher education, through Induction /Orientation programme for newly admitted students. Through this programme students are made aware of Pos and PLOs. Numbers of Expert talks are arranged for the students by resource persons invited form field of teacher education to explain the importance of teacher education.

Opportunities to acquire, demonstrate the knowledge and skills

The curriculum followed by the institute which is affiliated to SRTMU University, Nanded helps students to gain systematic knowledge. The systematic knowledge is acquired through study of various courses titled knowledge and curriculum, gender, school and society etc. in curriculum. To demonstrate acquired knowledge students has to perform internship of three months on the different schools.

In a similar way curriculum of the course focuses on skill development such as teaching skill, Skill of Questioning, Skill of Illustration with Example, Skill of Blackboard Writing, Skill of Stimulus Variation and Reinforcement and Integration lessons. The two pedagogy courses which are chosen by the students, provide opportunities to develop the skill of creating Teaching Learning Materials in the subjects chosen, preparing activity based lesson plans, organizing exhibitions ,etc,. Through the course of Teaching learning competencies students learn skills of promoting interactions, conducting group discussion/group problem solving, providing scope for self expression and thinking, promoting self learning, facilitating understanding. Proper execution is done of all the activities involved in these courses which help in the holistic development of our student teachers. This procedure is followed systematically every year.

Opportunities to acquire, demonstrate the values and attitudes related to various learning areas

The Curriculum of B.Ed. courses involves special paper titled value education in the fourth SEM. This helps students to acquire the knowledge about different values needed in society. In addition to this various programmes like celebration of national days, Birth and Death anniversaries of eminent personalities, celebration of women's day, environment day etc. helps in imbibing values among students. Values acquired through various means by students have opportunities to express them in interaction with parents, students, peers etc.

To develop attitude related to various learning areas curriculum has various courses like childhood and growing up, guidance and counseling, understanding self etc. every student has an opportunity to develop attitudes in the practice lessons, microteaching and internships.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3.2

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

Response:

There are many school boards operating in India like ICSE, IB, CBSE, State board, etc. the main objective of the curriculum of each school board is the holistic development of the students. It's important for B.Ed. students to understand the functioning of various school boards and familiarize them with the diversities in school system.

To familiarize the students with diversities in school system institute arranges expert lectures of principal form CBSE, ICSE, State Board schools. Students are introduced to the school systems of various boards through an orientation programme conducted before the commencement of the Internship programme.

Every student has to undergo three months internship program at various schools. For internship Principal chooses the schools affiliating to various boards such as CBSE, ICSE, and State Board. Students are asked to make neat study of functioning of various boards during their internship. Also Students are suggested to observe and compare different board's policy, assessment, teaching methods, teacher's roles, responsibilities of various staff, curriculum, assessment system, norms and standards, use of technology, etc.

To understand the diversity of school boards, teachers ask to write assignment on 'Comparative Study of School Boards'. On the basis of points Learning Outcomes, Evaluation procedure, scheme of marking, setting of question papers, distribution of marks, course curriculum, transparency in exam system, code of conduct, school environment, etc. Through this students get an opportunity to familiarize with the diversities in functioning of various school boards.

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

1.3.3

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

Response:

Azad Senior College, Ausa, tries to enable student teachers to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field. The student teachers are made aware about the B.Ed. curriculum framework with practicum. Practicum helps in self-experiencing and assimilating the theoretical concepts. Interconnectedness and interdisciplinary concepts are introduced early in the 1st semester through contemporary India and Education showing the connections previous education and recent education system in India.

The student teachers are also made aware about interconnectedness between micro lessons, practice teaching and pedagogy where the former two are practical versions of the latter. Moreover, the concepts of child psychology taught in 3rd semester and practice teaching content cum method methodology lesson taught in 3rd semester are interconnected.

The concepts of school management and education system taught in 1st semester are also essential during the practice teaching while managing classroom and outside class activities. The concepts of pedagogy of school subject is taught in 2nd semester are essential to understand the depth of the subject. Micro teaching skills taught in 1st semester helps the learners to apply these skills in the real classroom situations. The knowledge of women's education in 3rd semester helps students to understand the importance of women literacy. The ICT related course in 2nd and 4th sem provides practical hands-on-experience with computer which helps the student teacher in preparing assignments and developing a teaching skill.

In B.Ed. curriculum, there are the courses which help to develop skills of innovative teaching such as microteaching, integrated lessons. To enhance the professional capacities the courses titled reading and reflecting on text and yoga and health, in first semester help the student teachers. Each and every part of the curriculum through theory and practicum helps in professional development of student teachers.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

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

1.4.2

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 189.2

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

2.1.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	9	10	19	32

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

2.1.3

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

Response: 0

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

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

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

Admission to the B.Ed. program is done as per Govt. of Maharashtra's CAP round on the basis of CET Score. After completion of admission process through CET attendance registers are prepared. In the first week a common induction programme is organized for these students and rules and regulations and code of conduct, important statutory committees and their roles, rules of discipline etc. are explained. In this programme brief information about Learning Level Test to identify the different learning needs is also given. Learning level test committee conducts MCQ Test of newly admitted students. The learning level test committee consists of Principal as chairman and other each method teacher as a member.

Segregation norms to identify Advance, Moderate and Slow learners

On the basis of score in the learning level test the students are categorized as per following table

Learning level	Score in learning level test
Advanced Learners	76% to 100%
Moderate Learners	51% to 75%
Slow Learners	40% to 50%

The learning level test committee segregates the students and prepares their list.

To these students institute provides academic support as follows

Advanced Learners- Advanced learners are encouraged and facilitated to read beyond the requirements of the syllabus. Different types of seminars and workshops are also arranged for them. They are encouraged to participate in co-curricular and extra-curricular activities. They are provided with extra book from the library. Such students are nominated as member on various committees, such as CDC, IQAC, Anti-ragging, cultural sports etc.

Moderate Learners: moderate learners can also excel in academics keeping this in mind these students are also encouraged to participate in various co-curricular and extracurricular activities. These students asked to involve in group discussion, rallies different community programmes.

Slow Learners: To cater the needs of slow learners, extra classes are engaged by teachers. To increase the understanding level of these students bridge courses of short duration are conducted. These students are encouraged to participate in communication skill enhancement programme. These students are given the question papers of previous examination for solving and answer books are assessed by the concerned teacher to bring in to notice the mistakes of the concerned students.

The mentors of theses students are specially advised to keep eye on the progress of such students.

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

2.2.2

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

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**
6. **Assistive Devices and Adaptive Structures (for the differently abled)**
7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

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

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: Whenever need arises due to student diversity

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 6.6

2.2.4.1 Number of mentors in the Institution

Response: 15

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

Azad Senior college, AUSA, adopts multiple mode approach to teaching-learning which focuses mainly on modes like Experiential Learning, Participatory Learning, Problem Solving, Brainstorming, Focused group discussion, online mode etc.

Experiential Learning: Students while pursuing Internships get the chance to work in a school environment. Students present their abilities. This enhances a variety of teaching abilities. After visiting a school, students learn about inclusivity in the learning environment, get insight into their own thinking through an adolescent case study, and gain firsthand knowledge of school life through the preparation of Annual plans, test papers, and unit plans etc. They gain greater expertise utilizing ICT to teach

participatory learning by using mobile applications to explain topics. Integration and Innovative Lessons, Demo lessons are done while teaching micro skills, and students practice them with their peers.

Participative learning:

College encourages Participative learning to B.Ed. students in the following ways. Through:

- Practice lessons
- Seminar presentations
- Micro teaching,
- Innovative Lesson teaching
- Internships
- Sports day celebration
- Yoga day celebration
- Extension activities
- Participation in Rallies
- Student’s council
- Teacher’s day organization

Problem solving: to develop problem solving skill among Students they are asked to peruse Field research, solve case studies, and visits to nearby schools for lesson demo, assignments, projects, etc.

Students gain a variety of talents and skills, such as the ability to observe, use design tools, think critically, use analytical reasoning, plan logically, and solve problems.

Brainstorming discussions: All students are engaged in brainstorming discussion while creating models, posters, microteaching and teaching plan, and preparing test question papers, book reviews, etc. Students engaged in critical analysis and brainstorming as they analyze textbooks.

Focused group discussion: All teachers keep eye on discussion on a given topic in the classroom to observe opinion contributed by each student through active participation. This also helps to identify leadership qualities in students. Mentors also observe focused group discussion skill among their mentees.

Online mode: in pandemic every teacher of our college made use of Zoom, Google Meet, WhatsApp groups for teaching and learning activity. Teachers advised students to make use of you-tube videos about teaching learning evaluation for B.Ed. course.

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

2.3.2

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

Response: 52.17

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

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

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

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

Response: 107.07

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

Response: 106

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

2.3.4

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

- 1. Understanding theory courses**
- 2. Practice teaching**
- 3. Internship**
- 4. Out of class room activities**
- 5. Biomechanical and Kinesiological activities**
- 6. Field sports**

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

Azad Senior college AUSA follows mentor mentee programme since 2018-19. At the beginning of the year mentees are allotted to teacher mentors roughly 8-10 students are allotted to every mentor teacher. All mentors conduct mentee group meetings and try to develop professional attributes among them in different aspects as below:

Working in teams: Teamwork includes team coordination, cooperation, and interpersonal relations. Every student in rotation is asked to conduct the Morning Prayer, displaying good thoughts on board. Weekly one student is allotted the responsibility of conducting mass PT.

Students have to work in teams of 2-3 while preparing team teaching lessons.

In seminar presentation a team of 3-4 students is asked to make a presentation on same topic which helps to develop a team spirit.

Dealing with student diversity

Teaching for diversity refers to acknowledging range of differences in the classroom. Teaching for inclusion signifies embracing difference. Internship programme helps to develop quality of dealing with student's diversity. In the internship students has to handle slow learners, advanced learners and moderate learners, naughty learners, etc. and try to imbibe the very purpose of the lesson.

Conduct of self with colleagues and authorities

For professional behavior it is essential to have a good relationship with colleagues and authorities at work place. Inculcation of life skills, values, core elements in lessons helps them to respect every human being. Find a way to get along with everyone at the workplace in a collaborative and cooperative way.

Balancing home and work stress: - After completing the B.Ed. program, all students becomes teacher. They have to develop a skill of not bringing home stress at work place.

This skill is nurtured by each mentor in informal meeting with mentees.

Keeping oneself abreast with recent development in education and life: to develop this skill all the students are asked to read editorials published in daily news paper in library. Also they are advised to tell recent developments in education in the Morning Prayer.

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

2.3.6

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

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

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

In Our Azad Senior College Ausa, , the teaching and learning process is centered on developing students' intellectual and thinking abilities, creativity, empathy, rational thinking , inculcation of values and life skills. Our Institute gives opportunities to students through a variety of activities to develop their thinking skills, talents, competencies, pedagogical practices toward their professional, pedagogical, and personality enhancement and to make them compassionate, independent instructors. In Following way college nurtures to create s Teaching Learning process is being conducted for :

CREATIVITY:

The phenomenon of creativity involves the transformation of pupils' thoughts and imagination into something new. Students are provided with opportunities to improve their creativity: Under the direction of their particular lecturers, students produce instructional resources that are pertinent to their teaching methodologies. Charts, models, working models, flash cards, posters, and PowerPoint presentations are just a few of the various teaching learning techniques that students have created to improve their teaching skills. The creation of imaginative and original lesson plans is a requirement of the B.Ed. pedagogy courses. Teachers educate their students on the many teaching models, guide them as they develop lesson plans, and inspire them to be creative. Students have the chance to design and carry out lessons that encourage creative thinking.

INNOVATIVENESS:

For encouraging innovative thinking in students, our college makes efforts in different ways.

Students are asked make ppt in which the use innovativeness. Students are asked to act as anchor in events like Human Right Day, Women Day, Daily Assembly, World Population Day Aids Awareness Day, Diwali , Christmas , Iftar , Marathi day Science day , Sports, Paper Presentation, Workshop etc,which serve as anstage to show innovativeness.

INTELLECTUAL AND THINKING SKILLS

Teachers at azad senior college AUSA make efforts in this direction of developing these skills through different tasks like Brain Storming, Debate, Student Council activity, Organization of Events, Group leader of Practice Teaching and Project Manager in the Department of Lifelong Learning Extension, University of Mumbai. To enhance the intellectual skills of student our college teacher focuses on learning of Concept Maps and preparation of the notes. After having demonstration on this, the students are asked to conduct lesson on Concept mapping.

Developing Life Skills

Communication Skills, Leadership Skills Organizing Skills forms the part of life skills required for students. These are nurtured in following way. To nurture communication skills, college conducts communication skill development programme every year. Under this classes on English communication skill are conducted. To create leadership skill students are asked to act as anchor in various events, conduct the morning prayers, participate in student council activity, etc

Nurturing Empathy among Students

College conducted an orientation and awareness programme on 'Inclusive Classroom'. Insights on inclusive setup in the classroom were given. The session made the student-teachers empathies the challenges of visually challenged persons through simulated activity.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: A. Any 8 or more of the above

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

2.4.2

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

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

Response: A. Any 8 or more of the above

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

2.4.3

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

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response: A. All of the above

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

2.4.4

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

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

Response: A. All of the above

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

2.4.5

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

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

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

2.4.6

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

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**

3. Building teams and helping them to participate
4. Involvement in preparatory arrangements
5. Executing/conducting the event

Response: A. All of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

Other Upload Files

1

[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The B. Ed program comprises of micro-teaching and internship activities that each enrolled student must have to perform at the school level. To ensure the internship program in systematic way college makes it systematic plan and implement. The purpose of this is to provide meaningful and enriching experience to students through internships.

Azad senior college AUSA conducts Internship programme in following way.:

Selection Of Schools:

Azad senior college AUSA selects the nearby schools in a diameter of 20 km so that BEd students can easily go for Internships. After selection a formal permission from respective college is taken about sending students to their college for internships.

The students are allotted to schools keeping in mind the medium of instruction, accommodating capacity and subject wise requirement of the schools.

Orientation Of Students:

Before the commencement of internship, an orientation programme for one week is organized and detailed instructions are given to student-teachers. During Internship, the student-teachers are required to undertake a variety of activities relating to classroom teaching, classroom management, and organization of school-based and community based activities of teaching.

Internship Activity Observation

The student-teachers are required to develop a repertoire of understandings, competencies, and skills. Lessons are observed by the teacher educators at regular intervals and our teacher educators verify whether the students rectify the correction given in the previous observation. All the lessons are observed by the mentor-teachers. Necessary instructions are given to the student teachers based on the feedback received. The task of teacher supervisor is to assess the pupil teachers' activities along with the guidance to be offered. The teacher supervisor evaluates the copies of the pupil teachers from time to time.

Report of Internships

The performance of the students is duly observed by the accompanying teacher in charge, school subject teachers and the peer group. The remarks are not recorded in a ritual manner but they are suggestive in nature for the further polishing of teaching skills of the prospective teachers. By the end of internship programme it is duly certified by the head of the practicing school. Student teachers perform various internship activities in schools with systematic supervisory support and feedback from faculty as per university prescribed curriculum.

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

2.4.9

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

Response: 1.48

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

Response: 33

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

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**
- 7. Organizing academic and cultural events**
- 8. Maintaining documents**
- 9. Administrative responsibilities- experience/exposure**
- 10. Preparation of progress reports**

Response: A. Any 8 or more of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The monitoring of practice teaching in internship is a joint responsibility of the college and concerned school. All the classes taken by each pupil teacher are observed in different modes. The observation while teaching is done by peer teacher, subject teacher, Observation in-charge, mentor teacher, and students.

Role of Teacher Educators: For monitoring purposes, at least one teacher educator is sent to each school. According to strength of pupil teachers it may be more than one. Teacher educator/s is the one who coordinates with school principal, school mentors and the internee students. The teacher is in constant touch with the school, visits the school intermittently. The school mentors also keep the college teachers informed about the performance of interns. Moreover, one or sometimes two students are made leaders of the group who also keep tab of time table adjustments or other aspects like any challenges they face in the school, they also keep the TEI's teachers informed.

Role of School Principal: During this internship program, the students are directly under the charge of the Principal of the school and discharge all duties assigned by him/her. School Principal on his/her part instruct their subject teachers whose classes are being taken by the interns to sit in the class while the intern is taking it so as to monitor and aid the intern in case, she faces any issues. They observe the class and give their feedback for better teaching learning process and also for the professional growth of interns. In addition to this college teacher and the school teachers along with their staff helps the intern to plan and organize curricular and co-curricular activities for the students. The internship is duly certified by the head of the practicing school after ensuring that each student has completed all the activities. An internship certificate is issued by the concerned school to each pupil teacher.

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

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

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

2.4.12

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

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

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

Response: A. All of the above

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

2.4.13

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

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools

4.Regularity, initiative and commitment
5.Extent of job readiness

Response: A. All of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 92

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

2.5.2

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

Response: 28.99

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

Response: 4

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

2.5.3

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

Response: 0.04

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

Response: 0.75

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

Continual professional development is a cornerstone of effective teaching practice. Teachers recognize the importance of staying updated on current developments and issues in education to enhance their instructional methods, adapt to changing student needs, and comply with evolving policies and regulations. Three primary methods through which educators keep themselves professionally updated include in-house discussions, attending FDPs and sharing information with colleagues and other institutions The details of these activities in college are as under :

By way of In House Discussions:

In-house discussions serve as valuable forums for teachers to exchange ideas, share experiences, and collaborate on addressing educational challenges. These discussions may take in various forms, including staff meetings, and professional learning communities (PLCs). During these sessions, educators engage in dialogue about pedagogical techniques, curriculum design, assessment strategies,

and emerging trends in education. By pooling their expertise and perspectives, teachers can collectively brainstorm solutions and refine their instructional approaches. Moreover, in-house discussions provide a platform for educators to delve into current developments and issues shaping the field of education. Through this, teachers may explore topics gain benefit of personalized learning, technology integration, social-emotional learning, or culturally responsive teaching. By examining these issues within the context of their school community, educators can assess their implications for student learning and adjust their practices accordingly. Furthermore, in house discussions foster a culture of continuous improvement and professional growth, encouraging teachers to reflect on their teaching practices and seek innovative solutions to enhance student outcomes.

By Sharing information with colleagues.

Additionally, teachers recognize the importance of sharing information with colleagues.both within their own school and with educators from other institutions. Collaborative networks enable teachers to leverage collective expertise, access diverse perspectives, and stay abreast of best practices in the field. Within their own school, educators may participate in peer observation sessions, curriculum planning meetings, or instructional rounds to exchange insights and feedback with fellow teachers. These interactions facilitate a culture of collaboration and mutual support, fostering a sense of camaraderie among educators committed to improving student learning.

By participating in FDPS:

Furthermore, teachers are encouraged to participate in online/ offline FDPs , educational conferences, seminars ,workshops etc. These platforms enable educators to connect with peers from different schools, districts, or regions, expanding their professional networks and exchanging ideas on a broader scale. Through these interactions, teachers gain exposure to innovative approaches, research-based practices, and policy developments from diverse educational contexts. Through these collective efforts, teachers uphold their responsibility to provide high-quality education and support the holistic development of all students.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1

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

Response:

Continuous Internal Evaluation (CIE) is an assessment methodology laid down by affiliating

university(SRTMU) to gauge students' learning progress throughout an academic year. Azad Senior College AUSA meticulously implements CIE as per the university norms. CIE integrates evaluations, assignments, and activities into the learning process, providing a comprehensive and continuous assessment framework. It aims to provide timely feedback from students, promote active learning, and enhance overall educational outcomes. The significant components of Continuous Internal Evaluation typically include the following

a):Assignments and Projects:

CIE emphasizes the importance of regular studies and projects to assess students' understanding of the subject matter. These assignments include individual and group-based, promoting collaborative learning and problem-solving skills. The topics and scope of the tasks align with the courses and program learning objectives and assign throughout the term to ensure continuous engagement.

b)Tests and Oral:

Regular tests and Orals are conducted at predetermined intervals to assess students' knowledge retention and comprehension of the course material. These assessments include in the form of multiple-choice questions and short answers. The frequency of tests and orals may vary depending on the duration of the course, with shorter periods having more frequent assessments .

c)Class Participation:

In our college , active class participation is a vital component of CIE. The students are encouraged to discuss, ask questions, and contribute to class activities. The quality and quantity of their participation are assessed, promoting critical thinking, communication skills, and overall engagement with the subject matter.

d)Presentations:

CIE often incorporates student presentations to evaluate their ability to convey

information, conduct research, and express their thoughts effectively. These individual and group-based presentations allow students to develop their public speaking and presentation skills while showcasing their understanding of the topic. Practical Assessments: In Science discipline involves practical applications, such as laboratory work and design projects. These assessments evaluate students' hands-on skills, problem-solving abilities, and ability to apply theoretical knowledge in functional scenarios.

E) Monitoring of Progress : One of the critical features of CIE is the provision of constant Monitoring of Progress of students, which helps them to understand their progress, identify areas that need further attention, and put necessary efforts to enhance their learning outcomes.

F)Portfolio Assessment: Azad Senior college incorporates portfolio assessment as part of CIE. Students compile a collection of their work, including Overall, CIE promotes a holistic evaluation of students' knowledge, skills, and abilities, preparing them for the challenges of the natural world beyond the classroom.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Azad Senior College AUSA is affiliated to Swami Ramanand Teerth Marathwad University, Nandad and follows, mechanisms and procedures for grievance redressal related to the examinations.

1. To make aware the students about grievances mechanism, college conducts students meeting and explain them about various components in the Internal evaluation process to students.
2. Internal assessment test programs are organized according to the academic calendar and students are well informed in advance by notice.
3. To ensure proper conduct of formative tests observers are allocated to each hall. After exam the answer books are evaluated by faculty members within 15 days.
4. The marks obtained by the students in internal assessment tests are displayed on the notice.
5. If any grievance is raised by students about CIE, the same is resolved by concerned teacher.

Grievance Redressal Committee Mechanism for CIE

It is essential to have a well-defined mechanism in place to ensure fairness, transparency, and accountability in addressing Examination grievances. So college has established Grievance Redressal Committee consisting of subject teachers, administrators, and representatives from students to ensure impartiality. The students who wish to raise a grievance regarding the examination process must submit his written complaint to the Grievance Redressal Committee, providing details such as his name, contact information, specific grievance, and supporting evidence. Initiates an investigation to verify the facts and gather relevant information related to the grievance. It involves reviewing records and seeking additional evidence. The college ensures confidentiality and impartiality during the investigation process.

Committee analyzes the merits of the grievance, considering relevant policies, rules, and procedures and reached to decision. Once a decision is reached, the Grievance Redressal Committee promptly communicates to student. If student is satisfied then his final marks are considered, otherwise he may go to Principal, Principal Looks into matter once again and gives final decision on grievance.

Redressal of grievances at university level End Sem Exam

The Exam Grievances Committee looks after the grievances related to End Sem examination in following way.

1. If any student claims that he appeared for exam but university has shown absentee then, committee verifies record and communicates the fact to university.
2. If any student's Internal marks are not recorded in Marks memo, then committee check record and send the details to university for consideration.
3. If on marks sheet, wrong entry of name is done by university then letter for correction is forwarded

through office.

4. As soon as the results are declared, the university declares the dates of rechecking and revaluation.

The students having grievance related to the marks obtained can apply for rechecking or revaluation. These dates are communicated to the students through notice board and class notice. On disagreement of the revaluation process, the students can apply for photocopy of the answer book by paying university fees.

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

2.6.4

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

Response:

Our College is affiliated to Swami Ramanand Teerth Marathwada University, Nanded .The College prepares academic calendar according to the university calendar specifying the dates of commencement of CIE and end of the classes. It is uploaded on the college website and circulated to all departments.

Every academic year has two semesters .Each semester has 90 working days. The college makes plan of the academic year and decides dates for academic activities such as formation of the Students Council, Internal Evaluation Tests, Sports activities, Annual Social Gathering and other events.

Regular IQAC and Staff meetings are conducted for effective implementation of the academic calendar. Time-table for each internal examination is prepared as per the calendar schedule and communicated to the students by displaying notice on board. The internal evaluation tests are conducted as per schedule in academic calendar.

Assignment work is given to students and marks are awarded before the commencement of the final examination. The syllabus is discussed by the staff members of each department and prior notice is given regarding the conduct of the mid-term and final examinations. Co-curricular activities are conducted simultaneously from time to time and information in respect of the same is displayed on the notice board.

Over and above college arranges activities like celebration commemorative days, National days, Science day etc. as per the academic calendar schedule. Apart from academic activities, other co-curricular activities are also incorporated in the academic calendar of the college without disturbing regular classes. Each teacher monitors the quality of teaching-learning through daily monitoring of teaching-learning

activities. Continuous counseling is also done through departmental meetings and staff meetings. Academic calendar is an important document in the academic process of the college which helps for fair and transparent Continuous Internal Examination (CIE).

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

The curriculum of B.Ed. program was revised by parent university SRTMU Nanded in 2019-2020. In the curriculum University has clearly stated POs, PLOs, COs, CLOs and Objectives. All the student teachers are well informed about stated PLOs and CLOs in induction programme, staff meetings, parents meeting and displayed on college website.

The institute put forth efforts to align teaching learning process to achieve the stated PLOs in the following ways.

PO1: Promotion of National Values and Goals:

Institute Celebrates various National days such as Independence Day, republic day, Maharashtra Day, University foundation day, teachers day, National science day etc. to promote national values and goals mentioned in the constitution of India through teaching and other professional work.

PO2: Integration of Knowledge and Pedagogy:

To integrate latest knowledge in the field of education institute organizes in house seminars/guest lectures by experts on the topic of National Education Policy, TET Classes, Communication skill enhancement program, pedagogy skills etc.

PO3: Curricular Analysis and Enrichment:

College collects the feedback from students on various courses in each semester and its analysis is done by IQAC. The suggestions regarding curricula and its enrichment are noted and communicated to the BoS SRTMU Nanded. The same pattern of feedback is followed from other stake holders such as alumni, parents, peer teachers, employers etc.

PO4: Understanding of Context and Problem Solving:

To address this program outcome institute made systematic efforts by organizing internship and practice lessons. In the practice lessons students are asked to prepare teaching plan and handle the class which is a problem solving case.

PO5: Educational Evaluation, Management, Guidance and Counseling Services:

In the curriculum three months internship is compulsory to every student teacher where in he/she is required to act as teacher in the nearby schools. In this period students develops a evaluation skill and class managing skill. Institute has well designed mentor mentee scheme through teachers imbibes the guidance and counseling skill among the mentees.

PO6: Sensitivity for Emerging Issues:

To sensitize the students for emerging issues, college celebrates/organizes population day, environment day, literacy day, gender equity, yoga day, health education camp, aids awareness, no plastic day etc.

PO7: Learner Centered Educational Practices:

In the curriculum practice lessons and microteaching is compulsory to every students. Due to which students became equipped with learner centered educational practices. In forth semester , tghere is a compulsory course titled Educational Technology and ICT

PO8: Knowledge Creation, Research and Innovation:

In the third semester university has included one course titled Action research to achieve the program outcomes in terms of Knowledge Creation, Research and Innovation

PO9: Professional Communication Skills:

To achieve the **Professional Communication Skills** among students , college conductsv a communication skill enhancement programme in every year

PO10: Collaborative, Culture Responsive and creative work capacities : To achieve the **Collaborative, Culture Responsive and creative work capacities** programme outcomes a collective work is allotted to students.

Course Outcomes:

The teaching learning process is well aliened to achieve Stated course outcomes in curriculum .

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

2.7.2

Average pass percentage of students during the last five years

Response: 86.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
47	95	60	60	24

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

2.7.3

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

Response:

The performance of students is evaluated by respective teacher through internal examinations, practice lessons, microteaching, end Sem. exam results and performance report of internship programmes. On the basis of these results the attainment level of PLOs and CLOs is evaluated. The achievement of PLOs on the basis of B.Ed. SY exam results is depicted by following table.

(* Excellent 76-100%, Good 60-75%, Average 45-59%, Below average 40-44%)

year	No. of Students appeared for Exam	No of students Passed	Result %	Level of attainment of PLOs
2018-2019	57	24	42.10	Below Average
2019-2020	66	62	93.93	Excellent
2020-2021	66	65	98.48	Excellent
2021-2022	96	95	98.95	Excellent
2022-2023	50	47	94.00	Excellent

On the same line every subject teacher evaluates the attainment of CLOs on the basis of respective subject results.

The Students' Performance Assessment is conducted biannually. This systematic evaluation examines their growth over time and the successful integration of theoretical knowledge into practical scenarios. It not only reinforces students' learning Outcome but also help in evaluating critically and monitoring its progress. Over and above the assessment through performance in examination students are also evaluated on the basis of participation in the following activities-

1. Academic activities
2. Library usage
3. Extension/ Community Services
4. Other Responsibilities/ Performance
5. Self-study Course
6. Participation and presentation in Seminar
7. Participation in sports
8. Participation in cultural activities
9. Leadership

These activities help to monitor the performance of students in achievement of PLOs and CLOs.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 142.86

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

Response: 70

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

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

The evaluation of student performance through diverse assessment tasks offers insights into the responsiveness to their initial learning needs. For aspiring educators, a comprehensive approach entails both entry-level and exit-level assessments, facilitating a profound analysis of their progress.

The Entry and Exit Level assessment parameters encompass critical attributes:

Attitude towards Teaching: This evaluates their enthusiasm, dedication, and willingness to engage in the teaching profession with a positive mindset.

Leadership Skills: Assessing their capacity to guide, inspire, and effectively manage a classroom environment, fostering a sense of leadership among students.

Interpersonal Skills: Gauging their ability to connect and build meaningful relationships with students, parents, and colleagues, creating a conducive learning atmosphere.

Communication Skills: Measuring their proficiency in conveying ideas, instructions, and concepts effectively, crucial for successful knowledge dissemination. Comparing entry-level and exit-level assessments unveils the transformative journey of student-teachers.

The exit-level evaluation showcases notable improvements in these attributes, indicating a substantial growth trajectory. Aspiring educators display enhanced attitudes towards teaching, greater adeptness in leadership, improved interpersonal connections, and refined communication skills.

Improvement of academic progress is monitored through Continuous Internal Assessment (CIA) tests, assignments and project reports.

This upward trajectory in performance reflects the efficacy of the educational approach. The curriculum, guided by Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs), successfully nurtures and hones the vital qualities demanded in a competent educator. The data highlights not only the students' progress but also the institution's dedication to their holistic development.

The comparison between entry-level and exit-level assessments demonstrates the impactful transformation of student-teachers. Their progress in attitude, leadership, interpersonal skills, and communication aptitude emphasizes the institution's commitment to comprehensive education. As their transition into the teaching profession, these improvements not only benefit them but also contribute to creating a more capable, skilled, and empathetic cohort of educators.

Beyond conventional evaluations, the College of Education employs an innovative approach

known as Students' Performance Assessment. This strategy assesses students' grasp and application of knowledge, skills, and abilities according to prescribed Learning Objectives (LOs). Through diverse performance tasks, students enhance their skills while showcasing their competency, bridging the gap between theory and practice.

Student-teachers undergo the Students' Performance Assessment in all semesters. This structured evaluation tracks their development and the seamless integration of theoretical insights into real-world contexts. This approach not only reinforces learning but also fosters vital skills essential for effective The assessment involves

1. Academic Performance
2. Library Usage
3. Involvement in Extension/Community Services
4. Other Responsibilities/Performance

5. Self-study Course

6. Participation and Presentation in Seminars

This comprehensive assessment strategy is pivotal for nurturing well-rounded educators. It validates their competence across a spectrum of attributes and activities, propelling them towards holistic professional development. Ultimately, this approach contributes significantly to producing teachers who are not just knowledgeable but also adept practitioners prepared to excel in diverse educational settings

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

Link for additional information

[View Document](#)

3.1.2

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

Response: 0

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

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

File Description	Document
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.3

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

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Response: D. Any 1 of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.4

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

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

Response: B. Any 3 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Copyrights or patents filed	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1

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

Response: 0.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	11

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

3.2.2

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

Response: 0.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	0	2

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

3.3 Outreach Activities

3.3.1

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

Response: 3.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	4	1	5	4

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

3.3.2

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

Response: 79.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
80	112	120	120	124

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

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 50.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
70	68	0	112	102

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

3.3.4

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

Response:

Teaching, research, and extension activities form the three pillars of the success of any higher educational institution. Azad Senior College, AUSA undertakes various activities to sensitize students through social issues and community development.

The primary goals of sensitizing students for social issues to foster empathy and a sense of responsibility among students for society. The college conducts social awareness programs, health care programs, and environmentally friendly activities to take part in social development and contribute to the growth of society.

The college organizes many programs that promote a feeling of pride and respect for the nation by commemorating National Day, Women's Day, Teachers Day, Science Day, and the birth anniversaries of prominent people in order to make the student teachers aware of societal concerns and difficulties. In order to instill cultural values among the student teachers, the institution organizes a variety of cultural programs. Student instructors hold a number of competitions throughout their internship to help students

develop their leadership skills.

In last five years our college has conducted many activities to sensitize students on social issues. Few of them are mentioned as under-

Sensitizing students to social issues

1. Campaign on digital India
2. National water mission programme
3. Swatch Bharat Abhiyan
4. Gender sensitivity
5. Organization of world Aids Day
6. Organization of International women day
7. Organization of National Youth Day
8. Organization of National Science Day
9. Yoga awareness camp
10. Fetal death
11. Unemployment problems

Community development

The programmes aim to bring about positive social changes such programmes changes mind set attitudes and traditions that hinders development of society. The ultimate aim of community development programe is make to community self-relined by improving social capital this enable s them to meet their own need in sustainable manner,

Keeping this in mind college in last five years conducted various community development programmes few of them are as below-

1. Beti Bacho Beti Padhao
2. World no tobacco day
3. Gender equity programme
4. Tree plantation
5. Sub Padhenge Aage Badhenge
6. Aids awareness rally an programme
7. Voting awareness programme
8. National literacy programme
9. Dowry system
10. Bal vivah issues

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

3.3.5

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages

3.4.1

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

Response: 1.8

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

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

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

3.4.2

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

Response: 3

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

Response: 3

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

3.4.3

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

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**

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

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The college building is two stored building and one annex building for library. It has a built-up area of 2142.9 square meters. The details of the available infrastructure are as follows:

Principal's office: The College has a spacious, well equipped Principal's office.

Staff room: The staff room has a capacity of 16 staff members with a facility of Wi-Fi connection.

Administrative Office: Office is with a facility of Desktop, Printer, Scanner and Xerox Machine.

Library and Reading hall: The College has a well-equipped library and information centre with a boys, girls and staff reading room. The library is automated using **E-Granthalaya** software.

Adequate Classrooms: As per the NCTE norms, 04 class rooms and are available for teaching and learning process. All classrooms are spacious and well equipped with Internet and voice amplifier facility. All classrooms are ICT enabled.

Seminar Hall cum Multi Purpose Hall: We have one well-equipped and spacious Seminar Halls with LCD Projector and Computer (with internet facility). We utilize this seminar hall for seminars, workshops and orientations as per the requirement.

Laboratories: College has a total of 05 Laboratories which are used for science practicals, psychology lab, social sci. lab, computer lab and arts and crafts centre.

ICT Center: College has ICT Resource Center with well equipped computers with Internet.

Sports Room: The College has a well equipped sports room with equipment like, Carrom board, Chess Board, Skipping ropes and Yoga Mats. Also our parent institution has well developed indoor stadium that we share on weekly basis.

Art and Craft Room: It contains craft material and teaching aids for teaching learning process.

Music Room: It contains musical instruments like harmonium, table, flute, dholki etc.

Store Room: college has two specious store rooms in which the office record is kept. Also it is used as dead material stock room.

Ladies Room: We have 01 Ladies Room attached with toilet for recreational purposes.

Washroom for Students: We have 01 wash rooms for male students and 01 each for ladies and gents staff.

IQAC/Exam. Office: college has separate IQAC office for activities of IQAC. In the period of examination the same is used as exam office.

Visitor Room: on the first floor separate visitor room is available for parents and outsider visitors.

Yoga Centre: on ground floor college has big yoga centre with attached toilet facility.

Canteen: We provide a canteen facility for students and staff.

Parking space: On our premises, we have ample space for two wheeler and four wheeler parking. **Fire safety measures:** Safeguards against fire hazards in all parts of the building are available. We have 1 fire extinguisher.

Safe drinking water: We have 01 Water cooler with filter for students

Playgrounds: We have playground facilities for kabadi, kho-kho, valleyball on campus.

Indoor Stadium: Our parent institution has well designed and spacious indoor stadium where in shuttle badminton and table tennis courts are available. This we make use on every Saturday on sharing basis.

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

4.1.2

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

Response: 100

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

Response: 05

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

Response: 05

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

4.1.3

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

Response: 6.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.067	0.5356	0.0848	0.1215	0.0796

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library is partially computerized; e-granthalaya Software is being used for issuing books and maintaining records. The keywords used for the effective retrieval of books in the library are author, title and publisher. The library has four distinct sections. These are acquisition, cataloguing, circulation and serial control. The college library has computer and internet facilities. Details on the access to the staff and students and the frequency of use, are as follows:

Access to the staff: Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc., Teaching staff compare the educational developments of other countries with their educational practices of indigenous system.

Frequency of use: the library is used almost on each working day.

- a. By Teaching staff : on as and when required basis.
- b. By students : on as and when required basis.

Computer and internet services are used by staff and the students alike

Library Sections: In our library following section are available

Reference section

Periodical section

Stack room with lending section.

Reprography Section,

Reading Room

Library Services: We have following services

Computerized circulation services

Reference Service

New arrival display.

Access to DELNET

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

4.2.2

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

Response:

Azad Senior College is running 2 Years B.Ed. program in rural area of Latur District. The college library has computer and internet facilities. Our College Campus has WiFi facility. Details on the access to the staff and students and the frequency of use, are as follows:

Access to the staff: Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc., Teaching staff compare the educational developments of other countries with their educational practices of indigenous system.

Frequency of use: it is used almost on each working day.

a. By teaching staff: on as and when required basis. Teaching Staff is also permitted to seat in the library and read daily news papers, magazine and periodicals. All staff members visit to library for taking reading resources for the study

b. By students: on as and when required basis. Students are permitted for taking 3 books from library and guided for submission on proper time. Students are advised to sit in library, reading room and take the benefit of library resources. Students are allowed to take benefit from news paper reading and other general knowledge books facility. Self study facility is also provided in reading room. Many students are preparing notes and taking befits of library resources for the same.

Computer and internet services are used by staff and the students for searching materials. Institute is taking efforts to provide various library resources for the benefit of students. Librarian is also guided for increasing number of users and utilization ratio of the books.

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

4.2.3

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

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

Response: A. Any 4 or more of the above

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

4.2.4

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

Response: 0.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.16166	0.31514	00	0.35415	0.39536

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

4.2.5

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

Response: 10.07

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

Response: 100

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

Response: 293

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

Response: 273

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

Response: 245

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

Response: 257

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

4.2.6

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

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

Response: A. All of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The Institution has a computer lab with a Wi-Fi Internet facility for data entry and analysis document generation, research publications; internet access and information sharing. Teachers make use of ICT facilities for curriculum transaction and research purposes. Students are also allowed to use computer/ ICT lab for their project work and to explore knowledge beyond the curriculum. The college has well equipped ICT & Seminar hall. It consist of LCD projector, laptop, maps, globes, instructional materials,

mike system, TV, audiotapes, video clips, slides, scanner, display board, speakers, printers, stopwatch etc. as a part of latest teaching aids for students. All classrooms are equipped with voice amplifier.

Though College is located in rural area then also we are trying to provide Wi-Fi facility for the better functioning of the institute. It helps to engage students and teachers to remain in academic environment. The computer lab is also used by the student and teachers for reference work and research work. Apart from it, the lab is also made available for online form filling for the B.Ed CET Exam.

College continuously updates its IT facilities. The college IT lab is equipped with 15 computers and a server that runs on Windows 7, 8, 10 and Linux OS to support a mastery of basic IT skills for students. The college has a broadband connectivity and Wi-Fi facility. ICT facilities are used extensively by both faculty and student

In the computer lab all PCs are updated with antivirus yearly. As and when required the mother board, key board, UPS are replaced with its latest version. Printers are also updated by replacing old cartages.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 6.6

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

4.3.3

Internet bandwidth available in the institution

Response: 10

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 10

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

4.3.4

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

1. Studio / Live studio
2. Content distribution system
3. Lecture Capturing System (LCS)
4. Teleprompter
5. Editing and graphic unit

Response: E. None of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

Percentage expenditure incurred exclusively on maintenance of physical and academic support

facilities during the last five years (INR in Lakhs)

Response: 0.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.04	00	00	0.013	00

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

4.4.2

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

Response:

Utilization and Maintenance Policy

The college has established system for maintenance and utilization of Physical, academic and support facilities such as Laboratory, library, sports complex, computers, classrooms etc. The purpose of making such policy is to maintain the infrastructure and its optimal utilization.

Maintenance of physical & support facilities:

Physical Facilities

The physical facilities including, Seminar Hall, ICT classrooms, Laboratories, Classrooms and Computers etc. are for the students admitted in the college. These facilities are maintained and monitored by the principal and office. A standardized policy is in place to tackle problems. The college keeps a maintenance register and maintains the physical facilities through local electricians, mason, carpenter, welder, painter etc. as and when required. The maintenance and the cleaning of the classrooms and the laboratories is done by support staff. The washrooms are maintained by a washroom cleaner appointed on daily wages.

ICT facilities

Under warranty period the ICT facilities are maintained by the respective vendors as per the terms & conditions laid down in the invoice. After the warranty period, if any maintenance is required the concerned Staff takes permission and get it maintained with the help of local technician. To minimise e-waste, electronic gadgets like projectors, computers, printers, photocopiers are serviced and reused. Campus Wi-Fi is maintained by service provider.

Library Maintenance

The library staff is clearly instructed for the care and handling of library documents, particularly during processing, shelving and convenance of rare books. All books are marked, classified and advantageously placed on the racks. As a proactive intervention, all books are periodically inspected to find possible damages and binding is carried out if necessary.

Sports and Games Facility

The sports equipment, playground and various courts are supervised and maintained by sports teacher. Training for sports and games is given under the guidance of the sports teacher. Ground levelling and other repairs are done annually during the midsummer vacation. Parent institution has permitted make use of indoor stadium on every Saturday.

Procedure for Utilization

Keeping into view the limited infrastructure, college plans its time-table in such a way that all the classrooms & laboratories are put into use in an optimal way.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

File Description	Document
Upload any additional information	View Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.1.2

Available student support facilities in the institution are:

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

- 9. Canteen
- 10. Toilets for girls

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

Response: B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document
Paste link for additional information	View Document

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 20.14

5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4	8	13	15	19

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

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 57.14

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 27

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.

Response: 00

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

Response: 01

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

5.2.3

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

Response: 9.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	5	14	3	5

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

5.3 Student Participation and Activities

5.3.1

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

Response:

Every year the college establishes the student council as per the new amendments of the Maharashtra University Act 2016, intending them to play an integral and important role in the college management. The purpose of the student council is to give students an opportunity to develop leadership by organizing & carrying out college activities.

The Student Council is duly constituted in the month of August by selection and nominations of the class representatives from the admitted students on the basis of percentage of marks obtained in the previous examination. The representatives from Sports and Cultural unit are selected and nominated on the basis of their performance in the respective field and from those who have passed the earlier year examination. Two girl representatives are nominated by the Principal as Ladies representatives by taking care of proportionate representation of the socially backward classes. The Principal nominates one teacher as his representative and two the in-charge teachers of Sports and Cultural unit as ex-officio members of the student council. The Principal is the chairman of the student council. The Principal’s nominees have to look after the entire process of constitution of the Student Council.

Besides this, students are given the opportunity to work on various committees to show their leadership qualities. On the basis of academic merit and the participation in the Co-curricular activities the in-charge of the cells nominates the students as the committee members. The various committees on which students are given opportunity to work are cultural, sports, IQAC, academic planning, anti-raging cell, ICC, CDC, grievance redressal cell, etc.

Alumni Association also works actively for the student's welfare.

Structure of Student Council

Principal	An ex-officio chairman of the council
In-charge students Council	Nominated by the Principal
Member	In-charge of Cultural Committee
Member	In-charge of Sports Committee
Member	In-charge of ladies students
Class Representative of BEd I	Nominated by Principal
Class Representative of BEd II	Nominated by Principal
Student representative from Cultural Committee	Nominated by Cultural Committee In-charge Teacher
Student representative from sports Committee	Nominated by sports committee In-charge Teacher
Two ladies representative	Nominated by In-charge Ladies students

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

5.3.2

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

Response: 3.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	1	4	4

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Azad BED Alumni Association is not registered but is functional. This association was established in the year 2019-20. The details of its formation are as under-

Azad B.Ed. Alumni Association

Academic year 2019-2020

Sr. No.	Name	Designation
1	Shaikh Md. Imadoddin Mainoddin	President
2	Pathan Gaffar Jahangir	Vice-president
3	Shaikh Mastan Chunnumiya	Secretary
4	Ukrande Ganesh Narsing	Jont-secretary
5	Mujawar Amer Khajalal	Treasurer
6	Sayyed Aayesha A. Malik	Member
7	Momin Jabbar Yusuf	Member
8	Jadhav Rahul Nagnath	Member
9	Hajare Madhuri Ashil	Member

Azad Senior College AUSA has strong ties to its former students in the form of alumni. College serves to engage our alumni in institutional activities to encourage present students. The college believes that alumni are the best ambassadors of the college and they help in publishing the college through mouth advertising.

In order to assist, support, and collaborate with alumni, the association fosters positive informal relationships. Every year at least one alumni meeting is conveyed. In this meeting every alumni is asked

to fill up the data forms and is asked to give information about their friends who happened to be alumni of this college. Due to this database of alumni becomes rich. In the meeting alumni are asked about how they can help the institute in terms of guidance on motivating students, guest lectures, donating some items, etc. also they are asked to make suggestions for improvement of college.

Significant contribution by Alumni in the area of

1.Placements

Alumni are working in various schools with different responsibilities. They are invited for career guidance and guest sessions for current students. During the sessions they provide guidance to students about recent trends in school teaching, Work culture etc. B.Ed. Alumni Association helps the placement committee by providing the vacancy details published in the new papers.

1.TET Classes

In year 2022-23 workshop on TET guidance was conducted in which our alumni –Mr. Shaikh Mastan-guided all the students about techniques to crack TET/CTET. This prominent alumni was our students in -2017-18-year and he cleared TET in 2019 year. The college had conducted TET classes every year.

1.**Internship:** As per the syllabus of Swami Ramanand Teerth Marathwada University, Nanded internship is a vital part of B.Ed. program. Alumni helps the students by guiding ways of successful completion of internship.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2

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

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

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

Response: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document
Any additional link	View Document

5.4.3

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

Response: 5

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

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

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

5.4.4

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

Response:

Azad Senior college, AUSA always believe in maintain good relationships with alumni. It is useful to the success of students as well as institution. Alumni serve many valuable roles, such as helping students to build and grow an institution's brand through word-of-mouth marketing.

1 Role of Alumni in Motivating Students:

Alumni plays a vital role through student support, financial support, and help in recognizing talent, nurturing competencies among students to be successful in their profession. Alumni helps in implementing strategies to prepare effective and efficient teachers in nation building.

The institute has an active alumni association that works with the faculty to enhance teaching methods, evaluation procedures, and the value of student portals to the social welfare of students. Alumni guide students to participate in various activities and motivate them to participate in cultural, sports, debate elocution, activities. They also encourage them to Paper Publications, participate in inter & intra collegiate events, through grooming sessions and debate competition.

2. Role of Alumni in recognizing talent of Students:

Alumni support the students as they begin the Teacher Training course by organizing talent shows, orientation, seminars, and ice-breaking activities. Students who enrolled in the course mainly came from a variety of backgrounds, including socio economic status, gender, cultural diversity, level of education etc. Because of these differences, students need support from faculty, seniors, and alumni to navigate their journey successfully and advance academically and personally. Alumni play a significant role in closing

this unabridged gap. Alumni guide about reference of Library and online resources. Alumni helps placement committee by bringing advertisements about openings in the schools where they may be employed. They help through Social media connections.

3. Role of Alumni in Nurturing and furthermore talent of student:

Many alumni of Azad Senior college AUSA cracked the TET/ CTET exams and pursued PG in From universities and various colleges. This indirectly gives motivation to current students in the field of education. Such prominent alumni are invited for guest lecture in college. These alumni serves as role model in motivating current students. College organizes special lectures of alumni about TET, online tools in teaching etc. Alumni assist our students in developing their practical skills through in internship. Alumni actively motivate current students to attend workshops, seminars, and conferences.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Hindustani Education Society's Azad Senior College is established in 2008. The Institute is approved by National Council of Teacher Education (NCTE), Government of Maharashtra and affiliated to Swami Ramanand Teerth Marathwada University, Nanded.

Vision

“Creating quality teachers for nation”

Mission

Transform the students into Competent and Nation Building Teachers.

. Nature of The governance:

The Governing Body (GC) of Hindustani Education Society's Azad Senior College Azusa, consists of seven members. Out of seven members president, Secretary, Treasurer and two active members are presently working as teacher and one member named as vice president member is working as non teaching employee. This is done purposefully to support our vision and mission statement. In order to fulfill vision and mission statement college has acquired minority status.

Since inception of the college, governing body and principal are striving hard to provide the quality education for transforming the students into nation building teachers.

The Governing Council (GC) in consultation with CDC frames the policies to be adopted by the college. The Principal along with the IQAC committee, some important statutory committees such as antiragging committee, ICC committee, Grievance redressal committee, minority committee, implement the policies laid down by governing council. In order to make the governance more efficient various working committees on which teachers, non teaching staff and students have given representation for strengthening and fulfilling the vision and mission statement.

Perspective plan:

The IQAC prepares the perspective plan to justify vision and mission statement of the college. The perspective plan reflects the activities related to minority and rural students such as introduction of various certificate courses, conduction of remedial classes for slow learners, conducting TET classless,

starting introductory urdu language course for non Urdu speaking students, conducting communication skill development activity etc.

Participation of teachers in decision making:

The governance of the college is inclusive in nature and respects the opinion of the teachers. In policy framing the Governing council and LMC/CDCs considers opinion of teacher and student members. All the statutory bodies have teacher and student representatives as their members where after detailed discussions in meetings any final decision is taken

The Principal delegates some authority to the committee chairman, vice principal, IQAC coordinator. The faculty members in consultation with principal decide the teaching methodologies and innovative practices to ensure quality education. The teachers have freedom for curriculum design.

In the academic year 2018-19 principal formulate code of conduct committee to decide the code for students and staff. .The committee was given full freedom. On the basis of the report submitted by this committee Principal implemented the code of conduct. This is one of the example to strengthen that college governance involve the teacher in decision making.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	View Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

Decentralization is done in such a way to involve everyone and make everyone feel responsible and important. For effective governance, Hindustani Education Society has constituted a College Development Committee (CDC) as per Maharashtra Public University Act. CDC ensures that the institute is operating within the defined framework of Hindustani Education Society . Plans for improvement are given by IQAC which are further discussed in CDC and after approval by Governing Body they are put to implement by Principal. Direct approval from the CDC is obtained in the cases of urgent approval. Academic and administrative audits are conducted by the management. The CDC delegates all the academic and operational decisions based on policy to the Principal of the Institute, who

takes decisions at the respective levels with the help of faculty members.

IQAC initiates the process of organizing seminars, webinars, workshops, symposiums in the area of teacher education for quality improvement. It delegates responsibilities to the faculty for further implementing them. It considers staff's constructive suggestions in academic, curricular, co-curricular matters. Co-coordinator of IQAC, with the support of faculty members prepares the perspective plans and teaching learning quality improvement decisions.

Participative Management

From the above structure, it is very clear that the administration of the college is decentralized, participative, and have a network of all the teaching and non-teaching staff members.

Principal: Maintains co-ordination between academic and administrative staff to collaborate and accomplish the vision and mission of the institution and promotes collaborative approach. Staff meetings are organized to discuss curricular and co-curricular activities and take decisions collectively

Students and mentor professors participate in different activities. With the help of mentor mentee system a parenting, guidance and counseling to students is provided. The college has different committees to organize various programs in the college.

The teachers are fully involved in deciding academic cocurricular and extra curricular activities for all round development of students. Senior members of staff are considered vital members in decision making. The teachers and students coordinate with each other, share their opinion, meet and discuss for the events and the various activities to be organized by the institute. The principal along with staff is involved in administrative and academic activities of the institution.

Office staff is involved in executing day to day support services for both students and faculties.

An Action Plan is prepared and distribution of work is done.

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

6.1.3

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

Response:

The budget is prepared to meet day-to-day operational and administrative expenses, maintenance of the equipment and infrastructure. After completion of financial year a revised budget is prepared.

Financial functions:

Internal and statutory audits are also conducted under the monitoring of the Management. The internal and statutory auditors are appointed by Hindustani Education Society. Auditor verifies the information, checks the financials to make sure that they are correctly stated. All receipts, bills, purchase orders and record books along with financial data is made available to the chartered accountant for proper auditing.

The internal audit report, statutory report and compliances are prepared and submitted to the Hindustani Education Society. Audits are periodically conducted to ensure complete transparency.

Payments are made through cheque. Scholarships and other benefits available to the students are directly credited into their bank accounts.

A College Development Committee meeting is conducted for the review and approval of the budget. The budget provisions are made for different heads such as library expenses, salary, building infrastructure and other maintenance expenses etc.

Academic Affairs:

Academic and administrative audit is conducted by the Parent University.

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

While giving Bonafide and Transfer Certificates application is taken and then certificates are given. As per the academic calendar, the activities are planned and conducted by various faculty members and committees.

Academic transparency is maintained by communicating student's performance. Signature is taken on mark lists. All remarks of observations are shown to students.

The internal assessment comprising various components ensures that students monitor their performance, progress and fairness in the evaluation. There is provision of remedial classes and grievance redressal system.

Administrative Affairs:

In the administrative set up transparency is maintained. Every employee from top to bottom is part of the college administration.

Teaching as well as non-teaching staff is given tasks in addition to their normal duties at the beginning of the session. Deep interest is taken by the employees to complete the assigned tasks.

Recruitment is done with total transparency.

Various committees are formed in the college to look after different types of activities. Representatives of the management, Principal, faculty, staff, students, eminent personalities, and alumni are part of these committees.

Other functions

All India Survey for Higher Education (AISHE) report is submitted to Ministry of Human Resource Development (MHRD) and Management Information System (MIS) report to parent university SRTMU Nanded every year regularly. In all those reports transparency is maintained.

All the current events, like admission, examinations, circulars, seminars, time tables, workshops, training programs, and campus drive information, are posted on the college website as well as at the college notice board.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

College prepared strategic plan for implementation in 2018-19 with the approval of Local Management Committee and same was uploaded on the college website. In the plan the year of implementation of the activity was also mentioned. Perspective plan committee reminded principal to comply the said activity timely. Because of their persuasion most of the activity mentioned in the strategic plan is completed.

Activities successfully implemented based on the strategic plan are as under:

In the strategic plan it was decided to arrange every year few Certificate courses

In year 2020-21 no any certificate course is arranged due to Covid-19 pandemic.

Communication Skill Enhancement Programme

It was decided to conduct Communication Skill Enhancement programme for Bed students in order to enhance their communication skill particularly in English. For this, after the completion of admission process regular classes are initiated. After this notice about registration to Communication **Skill**

Enhancement Programme was sent to student. After completion of registration the Principal and co-coordinator of **Communication Skill Enhancement Programme** conducted a meeting of students in which they were informed about details of programme and its detailed time table was given. As per time table weekly one class in the evening was conducted by English expert teachers. At the end of year a written test of all the students was conducted and the outcome of the programme was evaluated.

TET classes

It was decided to conduct TET Classes for BED SY students. After the declaration of result of B.Ed. FY, the passed out students complete admission process in second year. After preparing the attendance register of second year students, these students were asked to register their names to the coordinator of TET classes expressing their will and wish about the joining the TET classes free of cost. Principal and co-coordinator conducted meeting of all aspirant students and explained them the detailed plan of TET Classes. The TET classes were arranged in evening time and were engaged by concerned subject teachers. In the classes earlier exam question paper were discussed and their practice tests were conducted.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	View Document

6.2.2

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

Response:

Azad Senior College, Ausa is established in 2008 by Hindustani Education Society, Ausa. The college received minority status in 2001. The institute believes in transparency, democratic values and participatory functioning.

Keeping this in mind ,Governing council is an elected body of the Hindustani Education Society Ausa comprising of seven members. It monitors, guides and controls all affairs of the institution. Also it takes all decisions about policies and programmes. Its meetings are held twice in a year, and as per requirement. It looks after the smooth functioning of the institution.

College Development Committee (CDC) has been constituted as per Maharashtra University Act 2016 and the parent university Swami Ramanand Teerth Marathwada University Nanded. It monitors the entire academic and administrative activities of the college

The Internal Quality Assurance Cell (IQAC) was established in 2022 and it works for quality sustenance and enhancement of academic matter. It provides necessary suggestions, guidance and makes recommendations for quality improvement. The Cell plays an important role in the organization of curricular, co-curricular and extra-curricular activities. It monitors feedback mechanism which is one of the tools for quality improvement of teaching-learning process, improvement of resources and infrastructure. It plays an important role in policy formulation.

The Principal is administrative head of the institution and a member of the Governing council. He plays dynamic role for policy making and its implementation for the overall growth of the college. He supervises the activities undertaken by various committees constituted for academic improvement. He/she acts as a mediator among Management, faculties, students and stakeholders. Faculty members also extend a valuable contribution in the formation of the policies for the college. Administrative office takes care of student admission process, eligibility, examination, scholarships and free ships, finance and accounting and auditing. It assists and provides necessary inputs to the Principal for communication with University, Government, Students and Parents.

Every year the statutory committees such as Anti Ragging Committee, Grievance Redresses Cell, Committee against Sexual Harassment, OBC Cell, SC/ST Cell are constituted to safeguard the interests of all stake holders. Other committees such as Admission Committee, Time Table Committee, Examination Committee, Library Advisory Committee, Discipline Committee, Sports Advisory Committee, Cultural Committee, etc are formulated and a representation to faculties and students is given on these committees for involving them in decisions related to academic, co curricular and extracurricular activities.

The college has appointed Public Relation Officer for RTI as per the guidelines of Higher Education Department of Maharashtra Govt. Service Rules, Procedure of recruitment and promotion of teaching and non-teaching staff is done according to the directives of UGC and State Government.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document
Link for additional information	View Document

6.2.3

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

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**

6. Biometric / digital attendance for staff
7. Biometric / digital attendance for students

Response: C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document
Link for additional information	View Document

6.2.4

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

Response:

The college has various Statutory and College Committees as mentioned below.

The List of Statuary Committees

1. IQAC Committee
2. College Development Committee (CDC)
3. Anti-Ragging Committee
4. Internal Compliance Committee
5. Grievance Redressal Committee
6. Minority Cell
7. OBC Cell
8. SC/ST Committee

The List of College Committees

1. Academic Planning Committee

2. Time Table Committee
3. Admission Committee
4. Micro teaching Committee
5. Practice lesson Committee
6. Internship Committee
7. Clean environment Committee
8. Strategic planning Committee
9. Students Council Committee
10. Seminar Committee
11. Alumni Association
12. Library Committee
13. Examination Committee
14. Social Activity Committee
15. Code of Conduct Committee
16. Disciplinary Committee
17. Sports Committee
18. Cultural Committee
19. Student welfare Committee.
20. Mentor- Mentee Committee
21. Guidance and Counseling Committee

Efforts are always made to execute all decisions effectively taken in various committee meetings, keeping in mind the welfare of the students and the overall development of the institution. The meetings are conducted on a regular basis among different committees/bodies, like the admission committee, guidance and counseling committee, etc. with the Head of the Institution. Different problems are discussed, and suggestions are also taken up for the improvement and effective functioning of the institution.

CASE STUDY – Effectiveness of academic planning Committee

The institution has an Academic Planning Committee planning and implementing the academic affairs for B. Ed. Students. This committee is formulated in 2018-19. Its regular meetings are conducted. In the very first meeting it was decided to organize minimum two certificate courses other than the regular curriculum. Every year this activity is completed. Its details are as follows:

The chairman of academic planning committee is Principal and teachers of every method are its member. After completion of admission process committee calls meeting for making decision about the conduction of certificate courses. In the year 2018-19 committee decided to conduct at least two certificate courses every year. After long discussion committee took the decision that every year certificate course in Functional English and English Business Process outsourcing to be conducted. These courses must be of 30 hours. After successful completion of the course the students should be given the certificate.

Evidence of Effectiveness-

As per decision of planning committee we have conducted Functional English and English Business Process outsourcing certificate courses form 2018-19 to 2023-24 except the pandemic year 2020-21. Outgoing students expressed satisfaction over the usefulness of these courses.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Wellbeing of the staff is important for the effective functioning of any institution therefore Hindustani Education Society’s Azad Senior College Ausa has effective welfare measures for B.Ed staff, in order to motivate them. Both teaching and non-teaching staff of Azad Senior College, enjoy the following welfare measures

1. **Leaves:** Institute provides CL, ML and EL to all staff as per their request.
2. **Study leave:** for completion of Ph.D. study leave is provided.

3 . **Maternity Leave:** as per state govt. norms Maternity Leave facility is given to women employees. Also as per request of woman employee sometimes they are provided extended maternity leave.

4. **Special Early Leave:** Institute provides early leave facility 1 to 2 hours in urgency to the faculty members in special cases like nursing parents, Childs and in case of medical emergency.

5. **Flexible Timing:** Institute provides flexible office timing to the teaching staff subject to complete their stipulated working hours and do adjustment in their assigned responsibilities on their own.

6. **Promotions:** The institute has a promotion policy, under which Assistant Professor after completion of Ph.D. promoted to the Associate Professor and to Professor Grade as per UGC norms.

7. **Individual development support:** Necessary facilities are provided to staff to upgrade qualifications and encourage attending faculty development programs, seminars, workshops and conferences.

8. **Fee Concession facility:** Fee concessions provided for staff wards who take their education in Hindustani Education Society managed institutions.

9. **Uniform:** Institute provides uniform to the non-teaching staff members.

10. **Medical Check-Up:** The Institute has MOU with Arab Hospital AUSA for taking the benefit of medical facilities.

11. **Canteen facility:** Canteen facility available in the campus.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.2

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

Response: 0

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

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

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

6.3.3

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

Response: 7

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	00	00	02	01

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.4

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

Response: 55.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	17	5	4

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.5

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

Response:

Azad Senior College, Ausa makes use of PBAS Form designed by parent University for assessing the performance of teaching Staff. It is an integral part of human resource management and is important to ensure that both teaching and non-teaching staff perform their duties efficiently and effectively.

Performance appraisal has three basic functions

- To provide adequate feedback of each person on his or her performance
- To serve as a basis for modifying or changing behavior towards more effective working habits
- To provide data to the head of the institute with which he/she may assign future tasks

Self-Assessment Report Performance of the Teaching Staff is measured under the following categories:

Self appraisal report of teaching staff is evaluated on the basis of

1. score in teaching related activities
2. score in involvement in university/college students related activities
3. score in research activities

At the end of academic year all the faculty members complete the PBAS form and submit to IQAC for assessment. IQAC coordinator makes its assessment and the same is forwarded to Principal for taking relevant action.

Performance Appraisal System for Non-Teaching Staff:

All non teaching staff is assessed through confidential report format of Govt. of Maharashtra. in the month of march they are asked to fill up CR report and submit to office. In addition to this non-teaching staff is also assessed on the basis of character and performance, capacity to do hard work.

Discipline, reliability, dependability and technical abilities by Principal.

The review of CR reports in case of non-teaching staff and PBAS in case of teaching staff is given to governing council which is helpful in:

1. Confirmation of faculty after the expiry of probation period.
2. Reappointment of faculties in case of ad-hoc appointments.
3. Regular Annual Increments are given to faculty or special increments for Ph.D holders.
4. Assigning additional responsibility and modification of workload based on the performance.

The appraisal system sets out the framework for a clear and consistent assessment of the overall performance of teaching and non teaching staff and supports their development within the context of the institution's plans. The broad purpose of appraisal is to help them with their professional growth.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The college is permanently non-aided and privately managed. The institution conducts internal and external financial audits regularly by practicing Chartered Accountant (CA), who has been appointed as statutory auditor by the parent education society.

Internal Audit

The Management of society has appointed Internal Auditor with objective to strengthen the overall governance mechanism of the education society. The process of internal audit helps to examine book of accounts in the college administration. The accounts are audited by internal auditor ie chartered accountant. The audit is performed up to 31 March every year. It helps for detection and prevention of any frauds.

External Audit

All the vouchers and bills are duly audited by a team of qualified and well experienced Chartered Accountants. They also conduct external audit. To keep the record transparent and to ensure accountability, the college office prepares the balance sheet clearly indicating the amount spent under different heads during those particular periods. These accounts are audited up to 31 March every year. All audit reports are submitted to Governing Council for its inclusion in the reports of the parent institution.

Mechanism for settling audits Objections:

In all those audits, if any queries or objections are raised then these are settled as follows. The institution has three tier structures for settling audit objections such as Accountant, Principal and Management of the parent education society.

Accountant:

Audit objections such as clerical errors, error of duplication and error of omission are reported to the Accountant of the institution during the process of audit. These objections are settled with evidences by the Accountant.

Principal:

Audit objections such as error of principal, over or under valuation of stock, capital and revenue expenses, outstanding expenses and manipulation of accounts are reported to the Principal for justification and clarification.

Management:

Audit objections such as change in the method of accounting, misappropriation of cash, writing of books and dead stocks, significant adjustment made in the book of accounts, revenue recognition, delay in recoveries, are reported to management. These objections are properly settled by the management.

There are no major irregularities in audits. The audit reports of last 5 years are ready. Audit objections are promptly resolved. Suggestions made by the auditors for budget allotments are incorporated in the subsequent budget statements.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.2

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

Response: 0

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

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

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.3

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

Response:

The College has strategic planning for optimum utilization of resources and mobilizing funds .A major source of funds is fees received from the enrolled students in college by following norms laid down by Government of Maharashtra and Swami Ramanad Teerth Marathwada University, Nanded. Another source of funding is EBC, funds received from NGOs and college share in scholarships. . The details of funds received is as under

Year	Students fee (In Lakhs)	EBC (In Lakhs)	Funds from NGOs (In Lakhs)	College share in scholarship (In Lakhs)
2018-2019	23.11	1.37812	00	0.57500
2019-2020	24.93247	9.61749	00	1.11
2020-2021	31.38376	00	00	5.03787
2021-2022	42.46624	00	00	4.38670
2022-2023	35.71811	00	1.31	12.10236

Planning for Optimal Utilization of Resources:

Institution Budget:

Annual Budget is prepared well in advance by the institution for academic, infrastructural development /augmentation, co curricular and extracurricular activities as per needs/ requirements of institute. It is approved by the Governing council of the parent education society and Principal implement it .

Purchase Committee:

List of requirements in terms of books, laboratory equipments, consumables, Glassware's, furniture, computer related items etc is called from faculty, and Office. After consolidation of requirements by Purchase committee, quotations from three different vendors are called. A comparative statement of all quotations is prepared. The Vendor who has quoted a lowest rate is asked to visit to Principal in Person. In meeting with vendor, Principal again bargains with vendor or ask him give some more discount .and then order is finalized to that vendor. By doing so, purchase committee tries to make optimal utilization of resources.

Accounts and Audits:

All funds mobilized are properly accounted in the accounts book. Audited utilization of the funds is submitted to the funding agencies for specific grants. Every year, Internal and External financial audit is carried out by the institutional statutory auditor.

Infrastructure maintenance.

The College maintains its infrastructure updated from time to time. It has prepared its policies for effective implementation and optimal utilization of its resources. Officially appointed peons maintain the cleanness of the classroom and campus of the College.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC has taken initiatives to enhance quality development of students, faculties, and non-teaching staff of the Institute.

In our institute the Internal Quality Assurance committee (IQAC) was established on 18/08/2022. Prior to that, quality initiatives were taken care of by the Academic Planning Committee in consultation with the CDC.

Quality assurance strategies through Academic Planning Committee

In year 2018-19, 2019-20 and 2021-2022 academic planning committee took care of institutionalizing quality assurance initiatives. Due to pandemic no any activity was conducted in year 2020-2021. Major initiatives taken were as under –

1. Preparation of academic calendar and its monitoring
2. Conduction of certificate course in Functional English and English BPO
3. Organization of English communication skill development programme
4. Organization of TET classes
5. Internship programme, allocation and conduction
6. Preparation of time table
7. Organization of remedial classes
8. Organization of extra classes
9. Organization of FDP titled National Education Policy, effective teaching and use of ICT tools in Education.
10. Organization of extension activities
11. Organization of sports and cultural activities
12. Organization of FDP for non-teaching staff titled Basics of Computer.
13. Organization of guest lectures, etc.

In year 2022-2023, IQAC was constituted. Under IQAC the major quality initiatives undertaken in year 2022-23 and 2023-24 were as under-

1. Regular meetings of IQAC were conducted and review of ATR was taken
2. Strengthening of Best Practice titled Communication skill enhancement programme
3. Strengthening of Best Practice titled TET classes
4. Organization of Professional development programme on Understanding NAAC Accreditation Process.
5. Organization of FDP for non-teaching staff titled Introduction to Excel.

6. Monitoring of academic calendar.
7. Implementation of microteaching.
8. Fair conduction of internal exams.
9. Conduction of remedial and extra classes.
10. Organization of certificate course on Functional English and English BPO
11. Develop feedback forms, collect and analyze feedback on teaching from stakeholders.
12. Develop feedback forms, collect and analyze feedback on curriculum from various stakeholders.
13. Collect and analyze PBAS and CR form from teaching and non-teaching staff.
14. Supervision on admission process.

The IQAC of the Institute is involved in framing the quality policies for Teaching learning, research, finance, curriculum implementation, student activities & progression, infrastructure & learning resources, innovation, institution values and best practices. The process requires a self-regulated assessment of teaching-learning processes and a systematic management of documents.

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

6.5.2

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

Response:

The institution reviews its Teaching Learning Process, structure & methodologies of operation at periodic intervals through IQAC. For improving academic activities and usage of new technology in the teaching and learning process.

For the all round development of the students, various initiatives are taken on the advice of IQAC. Our institute follows five steps of teaching learning-Engage, Explore, Explain, Elaborate and Evaluate.

IQAC takes review of teaching learning process on regular interval of--

1. Academic Calendar-Annual Plan
2. Time Table
3. Session Plan
4. Extra Lectures
5. Assignments
6. Library & Lab Session
7. Remedial Classes
8. Career Guidance
9. Concurrent Evaluation
10. Academic Feedback
11. Organizing Seminars, workshops under Quality Improvement Programs
13. Conducting Field visits and Lectures of Education experts regularly
14. Organizing communication skill development programme
15. Organizing Women empowerment programs

Process adopted for reviewing teaching learning methodologies.

1. Feedback in different areas:

Feedback from students, teachers and alumni on curriculum aspects is taken on a continuous basis, it is analyzed and appropriate steps are taken for improvement. As a part of this the suggestions from students on curriculum are forwarded to University for consideration.

Feedback of teachers is taken from students and analyzed. The suggestions regarding teaching/evaluation for a particular teacher are mentioned in feedback then principal calls respective teacher and instruct them about making improvement. In a similar way suggestions given in feedback by parents, alumni about college are discussed in IQAC and necessary steps are taken in consultation with CDC to comply.

Self Appraisal Forms are collected from faculty. They are analyzed by IQAC and its report is submitted to Governing Council for continuation of teacher.

On the basis of the feedback received from students during the last five years, it was identified that there was a need for introducing the use of new technology for the teaching and learning process.

Taking this into account, the IQAC has taken efforts to improve the facilities:

Internet and WI-FI facility is provided.

LCD projectors are installed in classrooms and CCTV cameras were installed.

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

6.5.3

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

Response: 17

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	13	2	15	30

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: A. Any 4 or more of the above

File Description	Document
Supporting document of participation in NIRF	View Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5

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

Response:

The IQAC was established in College on 18/08/2022. After its inception regular meetings were conducted and action taken on the resolutions was discussed thoroughly. Major quality initiatives taken by IQAC in the year 2022-2023 were as under-

1. Conduction of Value added courses titled Functional English and English BPO
2. Organization of self study course titled Library Classification
3. Organization of Teaching Aids workshop
4. Conduction of TET workshop

5. Introduction of Mentor-Mentee programme
6. Conduction of remedial classes
7. Organization of Workshop on Understanding NAAC accreditation Process

The IQAC of College is committed to a learner's centric approach regarding teaching and learning progression. Small beginnings, incremental improvement, and sustainable progress will result in a huge number of opportunities. The teaching, learning, and evaluation activities in the institution are implemented as per the academic calendar, which is observed by the head of the institution. Through interactive learning, experiential learning, etc., efforts are made to build the student centric system. Faculties work together in close coordination and try to cater to the dynamic needs of students.

Incremental Improvements Achieved through

1. Conduction of TET Classes.

In the year 18-19 academic planning committee decided to conduct TET / CTET Classes for B.Ed. II year appearing students. In year 22-23 same decision was taken by IQAC. For this separate time table was prepared. A meeting of TET teaching staff was conducted and teaching class's strategy was decided. The syllabus of TET was given to students and weekly one class of TET was conducted in year 19-20, 21-22, and 22-23. The response to classes was good. Many of these students appeared for TET/ CTET exam and their success in exam was very good which is evident from following table.

Year	18-19	19-20	21-22	22-23
No of students attended TET/CTET Classes	40	30	35	30
No of Students Qualified TET/CTET Exam	05	06	26	08

2. Conduction of value added and self study course

Institute is making continuous and multidimensional efforts to improve quality in academics. As a part of this, in 18-19, academic planning committee decided to conduct value added courses for students.

1 Functional English

2 English BPO

3 Self Study Course titled Library Classification.

In year 2022-23 IQAC was formed in the meeting of Academic planning committee and IQAC the time table, course syllabus, mode of conduct of courses, evaluation exam schedule was decided. And in year 2018-19, 2019-20, 2021-22 and 2022-23 the classes were conducted. The response to classes was found to be very good which is depicted from following table

Year	2018-19	2019-20	2021-22	2022-23

	Attended	Pass %	Attended	Pass %	Attended	Pass %	Attended	Pass %
Functional English classes	28	100%	26	100%	22	100%	21	100%
English BPO classes	26	100%	49	100%	28	100%	18	100%
Library Classification classes	13	100%	16	100%	17	100%	14	100%

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Azad Senior College of Education is established in 2008 and providing teacher education to rural area students. The campus of college is well developed with all the necessary facilities.

Energy[G1] is the key parameter in the development of any country. It has become a yardstick to measure the prosperity of any country. The sources of conventional sources of energy are exhausting so the energy use to be made very carefully and cautiously. In this context, energy conservation is very important.

We know that energy can neither be created nor destroyed. It can only be transformed from one form to another. This is Energy conservation. It is the practice of reducing the consumption of energy by humans or making the most of our energy usage using non conventional energy sources such as solar, wind etc. The college has clearly stated the energy policy and trying to follow the same in the following way.

- 1) Institute has replaced old tube lights with LED bulbs.
- 2) Institute has removed all old fans and replaced the same with power saving fans.
- 3) Institute's time table is framed from 10 am to 5 pm in which ample of sunlight is used.
- 4) Institute has made use of light reflecting colors while painting the building.
- 5) All the staff members and students are instructed to switch off the electrical gadgets after making use.
- 6) All the old computers are given under buyback scheme and energy efficient computers are purchased.
- 7) All the staff members and students are made aware of energy conservation through orientation on the National Energy Conservation Day (14 December).

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2

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

Response:

Hygiene leads to prosperity. Hygiene helps to keep the environment pleasant and healthy. Therefore, hygiene is very important in human life. Colleges, educational institutions can play an important role in making cleanliness a part of every person's daily life. Proper management of waste is essential to keep your premises clean. In our college we do following process for waste management.

1) Reduce waste generation -

Emphasis is placed on preventing waste in colleges. For that, every person takes steps in that direction. For this, the paper print outs that are taken out of the office, which are useless papers, are used to write other work on the back side. Also in college, lead pencil is used instead of pencil.

2) Garbage Segregation -

The waste in the college is classified as follows: 1) Wet waste 2) Dry waste 3) E - waste. Dustbins are placed in verandas. Garbage is collected and segregated to put in respective dustbins. Weekly municipality van visit to college and the solid waste is transferred to these vans. Our college has a compost pit, there also solid waste is dumped.

3) Lectures, seminars are organized -

To create awareness about waste management, guest lecture/ seminars are organized in college. Every year college celebrates world environment day on 5 June to make awareness among students. Also college conducts cleanliness drive on the occasion of Sant Gadge baba Jayanti.

4) Procedures for proper waste management -

Various measures are taken for proper waste management. It contains rules, visual icons, and pictures where ever necessary. Non teaching staff takes care of waste segregation.

5) E-waste management -

E-waste is not a big problem in our college. It is in very rare the form. The old PCS, CDS, DVDS, and Printer Cartridges are given to a local vendor under the buyback scheme while purchasing new PCs. The college encourages the use of pen drives and emails instead of CDS, and DVDS. Students are asked

to make decorative items from CDs in the college programs

7) Liquid Waste Management -

Proper disposal of wastewater in canteen, and college is done. The effluent is used to prepare playgrounds and watering the college trees.

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

7.1.3

Institution waste management practices include

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.4

Institution has water management and conservation initiatives in the form of

- 1. Rain water harvesting**
- 2. Waste water recycling**

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

7.1.5

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

Response:

The Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment. The Institution has emphasis on the pursuit of a healthy, livable and sustainable campus including open spaces, play grounds etc. The College gives utmost importance to the cleanliness. For this the efforts put forth for maintenance of cleanliness are as under

Cleanliness:

- 1.The cleanliness committee comprising of chairman and other two members take the review of cleanliness monthly.
2. The college premise is cleaned/swiped daily after working hours.
- 3.After swiping concerned staff clean the dust on desk and chairs in classroom, lab, staffroom etc,
- 4.The waste collected after swiping is properly segregated and transferred to the respective dustbins.
- 5.On every Wednesday and Saturday the segregated waste is transferred to Municipality Ghanti Gadi.
- 6.Employees are instructed to avoid use of paper for printing or writing and in case if it is used, then they are instructed make use on both sides
7. Students and staff is instructed , about throwing paper chits, wrappers of food items such as biscuits, fruit stuffs, in dust bins only .
8. Important instructions or information is conveyed to employees through WhatsApp groups or e-mails, in order to avoid use of paper and maintain cleanliness.

Sanitation: Access to sanitation facilities is a fundamental right to protect health. Separate and safe toilet

facility for boys and girls is provided in campus.

Efforts to maintain sanitation by college are as under

1. The institution ensures 24/7 water supply to all toilets and Washrooms.
2. Toilets and washrooms are cleaned weekly and they are disinfected regularly.
- 3 Principal madam calls meeting of girl students at the beginning of term and instruct them about health and hygiene during menstruation.

Green cover and Providing pollution free environment:

Our campus is located on national highway 366 and it is prone to mainly air and noise pollution. To overcome this college has planted many trees and tries to maintain green cover. Regular trimming and pruning is also done by local gardeners.

In order to maintain **Green cover and pollution free environment, college put forth following efforts**

1. World environment day is celebrated on 5 th June every year.
2. No plastic day celebrated every year
3. Tree plantation drive is arranged in month of July
4. The slogans about pollution free campus are pasted on the walls of the college
5. Students are encouraged to plant trees where they are living

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.7

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

Response: 77168.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	735	0	9298

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8

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

Response:

Azad Senior College AUSA is affiliated to Swami Ramanand Teerth Marathwada University, Nanded and is located on National Highway No. 366. It is a very prime location from where transportation is very easy. From this location market place, police station, bus stop is at a walkable distance. It is located where all other units of Society such as Degree college, Higher secondary School, D.Ed. College, D. Pharmacy College, B. Pharmacy College, Polytechnique Institute are situated in the same campus. All facilities to students and visitors are easily accessible. Various activities conducted in Institutes endeavor to leverage the local environment, locational knowledge and resources, community practices and challenges are as under.

Local Environment:

To make everyone understand the importance of cleanliness and maintain it forever to continue a healthy and peaceful life a Swachh Bharat Abhiyaan programme was conducted where student and teachers participated in cleaning the campus premises. This helps in bringing behavioral changes among people regarding maintenance of personal hygiene and practice of healthy sanitation methods. Also helps to eliminate the open defecation.

Locational Knowledge: The institution has endeavored to spread awareness on the environmental issues through a celebration of world environment day, no plastic day, no vehicle day etc. On world environment day expert guest lecturers were organized through which institute tries to imbibe the care of environment among the students. College decided to conduct no vehicle day on every last Saturday of the month which helps to protect the environment from pollution. On no plastic day everybody understands the importance of not making use of plastic. College promoted the students to participate in road safety campaign.

Community practices: The institution has leveraged the locational knowledge and resources to a great extent by organizing Beti Bachao-Beti Padhao abhiyan, AIDS Rally, Water literacy programme, etc. every year college celebrates Yoga Day to inculcate health and wellness practices among the student

teachers and the community.

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

7.1.9

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

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

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Any additional information	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice-1

Title of the Practice: Soft Skill Development Programme.

1. Objective of the practice

- To make students globally competitive.
- To prepare students for carrier development.
- To enhance students communication skill.
- To develop students soft skills

2. The context

Our institution is located in the rural area. Their soft skill and communication skill are weak. Due to this after completion of B.Ed. programme they are not getting carrier opportunities in the English medium schools which are ample in number. To strengthen English communication skill we have decided to conduct communication skill enhancement programme.

3. The practice

After completion of registration the Principal and co-ordinator of **Soft Skill Development Programme** a meeting of students is conducted in which how this programme is run and its time table is given. Weekly three classes are conducted. At the end of year a written test of all the registered students is conducted.

4. Evidence of Success

Due to this practice it is observed that the English communication skill of majority of the students is found to be improved. Before 2018-2019 very few students were get selected as teacher in English medium schools. But it is observed that after introducing this programme in 2018-19 almost 8 students per year have got appointment in English medium schools.

5. Problems encountered and resources required

As stated earlier majority of the students were not able to participate in this programme because of their daily transportation by bus or bicycle.

Best Practise-2

Title of the Practice: TET preparation Classes

1. Objective of the practice

1. To create awareness about TET

2. To provide free coaching of TET Examination
3. To provide necessary resources for TET preparation
4. To help in placement

2. The context

Teacher Eligibility Test, popularly known as TET is the common test conducted by Government to recruit teachers in the government-run schools, govt. aided and non-aided schools. To establish a national benchmark and standards for teacher quality and recruitment TET was made a necessary prerequisite. Every year, lakhs of aspirants across the state appear for TET Examination with an aim to get recruited as teachers. So, our college planned to arrange special TET Preparation classes.

3. The practice

Students are asked to register their names to the co-ordinator of TET classes expressing their will and wish about the joining the TET classes free of cost. Principal and co-ordinator conducts meeting of all students explain them detailed plan of TET Classes. The TET classes are arranged in evening time and are engaged by concerned subject teachers. Exam question papers are discussed and their practice tests are conducted.

4. Evidence of Success

From academic year 2018-2019 almost 40 students attend TET classes in every year except pandemic year 2020-21. As a result of this 22 students qualified TET, CTET and TAIT Exams. The detail is attached herewith.

5. Problems encountered and resources required

Due to crunch of financial resources it was problem with us to make available TET preparation material.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Introductory Urdu course for non Urdu speaking students:

The mission statements of the college are “Transform the students into Competent and Nation Building Teachers”.

Multilingualism is good for us. Not only does speaking more than one language keep our brains healthy as we age, but it has multiple benefits for children too, such as giving them an academic advantage and improving their employment prospects once they leave school. Moreover, multilingualism gives us access to more than one culture and improves our understanding of our own cultures. Keeping this in mind and considering our mission statement we feel that our students who are future nation building teachers should be multi-linguistic.

Ours is linguistic minority institute. we made a survey about the reading writing skill in Urdu language among the Muslim minority students. We found that more than 50 % students were completely unaware of Urdu language.

Urdu plays a crucial role in fostering national integration and promoting harmony among the citizens of India. It serves as a lingua franca, allowing people from different linguistic backgrounds to communicate effectively and engage in cultural exchanges. Urdu serves as a bridge that unites people from diverse regions, religions, and traditions. Considering the impostnace of urdu language and in tune with our mission statement we planned to conduct introductory Urdu language course for non Urdu speaking students belonging to any community.

To run this course, the principal form a committee of Urdu speaking teachers among the staff and given responsibility to them to arrange classes in the evening. The curriculum of the course was prepared by Department of Urdu from the sister institute Azad Mahavidyalaya, Ausa. The said course curriculum was of 30 lectures. Interested students were called for registration and their classes started in evening hours without any cost.

After completion of the course, the students were evaluated through tests and certificates were issued to them.

The beneficiary students of *Introductory Urdu course for non Urdu speaking students* expressed that they were really benefitted by this course and they were extremely happy to learn basic Urdu.

This is the distinctive activity of our college.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

Hindustani Education Society was established in 1978 by Hon. Late Nawaboddin Bashamiya Shaikh. He wanted to spread the stream of knowledge to the society living in the villages. His motto was to start 'Education with a Vision in Action for Minority and Rural Transformation.' He was a visionary teacher. After serving in different institutes as a teacher he founded Hindustani Education Society in Ausa which was an educationally and economically backward area.

Intentionally he had chosen the backward area to raise the poor people belonging to minority and other backward classes. In the beginning he started a small primary school which has grown now into a huge multi faculty academic institute fulfilling the dreams of thousands of students and their parents. Azad Senior College, Ausa was started in 2008 .Today we can see the huge change in the life of the society. This was the magic of Late Mr. N.B. Shaikh. Recently in December 2018 he passed away leaving behind his greatness and saint-like character to his thousands of teachers and students.

List of the institutions run by Hindustani Education Society, Ausa

- Azad Senior College Ausa (B.Ed Program)
- Azad Mahavidyalaya, Ausa. (Degree college)
- Azad Jr. College, Ausa.
- Sharadchandra Mahavidyalaya, Shiradhon. (Degree college)
- Khaja Nasiruddin Jr. College, Shiradhon.
- Khaja Nasiruddin Primary School, Shiradhon. (Urdu Medium)
- Khaja Nasiruddin Primary School, Shiradhon. (Marathi Medium)
- Khaja Nasiruddin High School, Shiradhon. (Urdu Medium)
- Khaja Nasiruddin High School, Shiradhon. (Marathi Medium)

- Azeem ITI, Ausa.
- Azeem MCVV Vocational College, Ausa.
- Azeem Primary School, Ausa. (Urdu Medium)
- Azeem primary School, Ausa. (Marathi Medium)
- Azeem High School, Ausa. (Urdu Medium)
- Azeem High School Ausa. (Marathi Medium)
- Julekha Urdu D.Ed. College, Ausa.
- Naaz D.Ed. College, Ausa. (Marathi Medium)
- N.B.S. Polytechnic, Ausa.
- N.B.S. Institute of Pharmacy, Ausa.
- Afsar Primary School, Ausa. (Urdu Medium)
- Pandit Jawaharlal Nehru Jr. College, Yakatpur.
- Pandit Jawaharlal Nehru High School, Yakatpur.

Concluding Remarks :

Azad Senior College AUSA is affiliated to the Swami Ramanand Teerth Marathwada University Nanded. It has been established with a firm commitment to foster a holistic approach to facilitate the process of teacher Education. The Institute offers an outstanding learning environment for students by providing state-of-the-art infrastructure, facilities, effective course curriculum and use of innovative teaching methodology. Academic processes

Azad Senior College are streamlined, with timetables and other administrative tasks prepped well in advance of start of teaching session. The teaching at College is well supported by relevant ICT facilities. The college enjoys technologically enabled and inclusive infrastructure including a well-equipped library, which makes it possible for students to participate in modern teaching-learning process. Experiential learning through internships projects and field trips is specifically facilitated. All these are designed, in view of its commitment to achieve excellence in the field of Education under the guidance of trained teachers. Our teachers regularly update their disciplinary knowledge through active involvement in faculty development programmes, curriculum reviews, evaluation, and participation in different decision-making bodies of the college.

MOUs with different organizations have been signed to keep them abreast of the latest trends. Azad Senior College has come a long way from its humble beginnings and moderate facilities to a campus equipped with impressive amenities. Right from admission, the college follows a well-administered and transparent procedure with ease of availability of information on our website. Students would get opportunities to participate in numerous co-curricular activities on and off the campus, to realize their true worth and potential.

College is proud of many of its alumnae who have made a mark for themselves in various spheres of academics. College focuses on development of its students not only by imparting quality education in teacher training but also in instilling a sense of self-worth and discipline. The college strives hard to fulfill its vision and mission by imparting transformative education for the empowerment of minority and rural students