YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	Adhyapak Mahavidyalaya, Aranyeshwar, Pune 9
• Name of the Head of the institution	Dr. Bapusaheb Ganpat Chaugule
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02024223930
• Mobile No:	9850350228
• Registered e-mail ID (Principal)	bapusahebchaugule@gmail.com
• Alternate Email ID	adhyapakmahavidyalaya1970@gmail.com
• Address	Adhyapak Mahavidyalaya, Aranyeshwar,Pune 9
• City/Town	Pune
• State/UT	Maharashtra
• Pin Code	411009
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	Urban
• Financial Status	Grants-in aid
• Name of the Affiliating University	Savitribai Phule Pune University, Pune
• Name of the IQAC Co-ordinator/Director	Mr. Sunil Jagdish Kalekar
• Phone No.	9881880205
• Alternate phone No.(IQAC)	020-24223930
• Mobile (IQAC)	9823545593
• IQAC e-mail address	sunilkalekar2005@gmail.com
• Alternate e-mail address (IQAC)	shobhajadhav11@gmail.com
3.Website address	http://collegeofeducationpune9.org/
• Web-link of the AQAR: (Previous Academic Year)	http://collegeofeducationpune9.org/pdf/AQAR_2019-2020_Submitted.pdf
4.Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	http://collegeofeducationpune9.org/pdf/Annual-plan-2020-21.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B+	Nil	2004	08/01/2004	08/01/2009
Cycle 2	B	2.18	2013	05/01/2013	05/01/2018

6.Date of Establishment of IQAC	08/10/2003

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	0

8.Whether composition of IQAC as per latest NAAC guidelines	Yes
• Upload latest notification of formation of IQAC	View File
9.No. of IQAC meetings held during the year	2
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes
• (Please upload, minutes of meetings and action taken report)	View File
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
• If yes, mention the amount	

11.Significant contributions made by IQAC during the current year (maximum five bullets)
1. All teacher educators used google classrooms as our LMS. Necessary training is given to all teacher educators. 2. E - content was developed by teacher educators for delivering online classes. 3. The Internal work was completed successfully: though online classes were held using the Assessments in the google classroom. 4. Various e - tools for teaching-learning were introduced to student teachers.
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

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Plan of Action	Achievements/Outcomes
Prepare e content for on line classes.	All teacher educators prepared e content in different forms.
Selection and training of teacher educators for use of platform for online teaching.	All teacher educators have used google meet tool for online classes.
Using appropraite LMS for online classmanagement.	All teacher educators are trained to use google classroom as LMS.
Introducing different online/ e tools to student teachers.	Student teachers are trained to use different on line tools for teaching learning and Evaluation.

13.Whether the AQAR was placed before statutory body?	Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Development Committee	16/01/2021

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-2021	21/12/2021

15.Multidisciplinary / interdisciplinary

Our institution is a stand-alone institution running B.Ed. Program affiliated with Savitribai Phule Pune University. Our curriculum is designed in such a way that different aspects of education and allied disciplines are covered in a two-year teacher education program. Courses like Gender issues, Guidance counseling, Information, and communication technology, etc are included in the syllabus.

16.Academic bank of credits (ABC):

ABC is not been implemented in SPPU as yet.

17.Skill development:

We conduct different courses that help develop of skills of student teachers. We have a course in each year of B. Ed. course that focus on teaching skill development.

We also conduct courses designed by the institute such as Personality development and ICT skill development program.

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

Our curriculum includes languages such as Hindi and Marathi. These languages are offered in the curriculum of both the year. These courses strengthen the content knowledge of the language as well as pedagogical practices. The course also has the component of "Language across the curriculum" This focus on teaching different aspects of language like standard language, local language, Language spoken at school and Home, reading, Types of reading, etc. We also have the course on Reading and reflecting on text. All these courses help student teachers to understand the importance of language from the Indian Context.

While conducting different cocurricular and extracurricular activities, we see to it that programs focusing on a varied aspects of Indian culture are conducted in the college.

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

The B. Ed. course is based on outcome-based education. We have General objectives of the program as well as course-specific objectives. We convey them through the orientation conducted at the beginning of the course. We see to it that each student teacher is aware of these objectives. The evaluation schemes are designed by the college and they are given to the students before conducting any activity so that the student teachers prepare themselves accordingly.

20.Distance education/online education:

The college has not run any distance education program in the current academic year but plans to start M.A. Education(Distance Mode) next academic year.

Extended Profile

2.Student	

2.1 Number of students on roll during the year	**189**

File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	**200**

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**92**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**89**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**89**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**100**

File Description	Documents
Data Template	View File

4.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**19605956**
4.2 Total number of computers on campus for academic purposes	**50**
5.Teacher	
5.1 Number of full-time teachers during the year:	**10**

File Description	Documents
Data Template	[View File](#)
Data Template	No File Uploaded

| 5.2

Number of sanctioned posts for the year: | **12** |

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

The two-year syllabus of the Teacher Education Program Of SPPU has 12 courses of study per year. All these courses are compulsory. But some courses like Pedagogy courses, (Course 106, 107) in first year, Additional Pedagogy course of the second year (Course 205), and Elective courses in the Second year (Course 204)have internal choices. Student teachers can select these courses based on the specialization that they have for their graduation/Post-graduation. They also have choices in internal activities and practical work. For each course, the university has given a list of different practicals from which they have to select one practical. Different activities like - seminar, presentation, model preparation, MCQ quiz etc are prescribed in the syallabus. Student teachers can select any one activity for internal work.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	C. Any 3 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	No File Uploaded
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and	C. Any 2 of the Above

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://collegeofeducationpune9.org/pdf/Program_&_Course_Outcomes.pdf
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

28

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	No File Uploaded
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

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

0

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

0

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

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

0

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

0

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

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

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

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

0

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

0

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

1.3 - Curriculum Enrichment

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

The program of Savitribai Phule Pune University focuses on the

development of the competencies of teachers as well as the skills of secondary school teachers. different theory courses help student teachers to understand the pedagogy. andpractical oriented courses help student teachers to understand the functioning of the school. The course has different theory papers-inclusive education, gender equality, language across the curriculum, educational management, and psychological foundations of education. These courses help the student teachers to form a sound basis of a pedagogy of teaching-learning. Student teachers use the content knowledge that they receive from these courses when they go for an internship program. Course also includes elective courses out of which the college has opted for guidance and counseling. This helps student teachers use the knowledge of guidance and counseling for establishing rapport with the students and also give guidance to the students. B.Ed. the course has skill-based programs like micro-teaching integration lessons, simulation lessons, and innovative lessons. This part of the training program is conducted in the B.Ed college where various teaching skills are inculcated in future teachers. The course includes practice teaching and the internship program which help them to practice their teaching skills.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

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

Student teachers from various socioeconomic backgrounds are admitted to this Institution. Some of them come from rural areas whereas some of them come from urban areas. While planning for practice teaching and internship programs a deliberate effort is done to select schools from rural or urban as well as semi-urban areas. The institution provides opportunities to the students to practice their lessons in Marathi medium(local language) as well as in English

medium schools. It is the demand from the students that they want to practice teaching skills even in semi-English schools. the college selects the schools from various backgrounds so that student teachers get opportunities to face different types of students in the schools. regular visits are organized to special schools so that students get the opportunity to understand the meaning of inclusion.

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

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

Two year B. Ed. The program of Savitribai Phule Pune University has different components which introduce foundations of teaching-learning in student teachers. Along with the Core teaching program, It also equips student teachers with other managerial and administrative skills. Different modes are used for curriculum transactions. We practice different methods of teaching like a demonstration, Discussions, Seminars, Field visits, Group and individual projects, and workshops. Collaborative and cooperative teaching-learning strategies are also used. Some teacher educators use flipped classrooms. Blended Learning is frequently implemented. All teacher educators try to use technology in teaching-learning. When student teachers are sent for the Internship program, they try to implement all the strategies that they have undergone as students. They practically implement all the skills and competencies that they have acquired.

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

1.4 - Feedback System

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

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

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

100

2.1.1.1 - Number of students enrolled during the year

100

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

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

25

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

25

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	**No File Uploaded**

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

01

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

01

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

2.2 - Honoring Student Diversity

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

Admissions are done with the centralized process from the academic year 2004-05. Govt. of Maharashtra conducts CET for the whole state with the help of CET cell. The CET consists of general mental ability, teaching aptitude, teaching attitude, general knowledge, social sensitivity, proficiency in Marathi\ English\ Hindi\ Urdu and subject knowledge. The CET score are considered while presenting merit list. Admissions are strictly done as per the merit and reservation rules and regulations by Govt. of Maharashtra. The process followed for admission is transparent. There is scope for redressal. The institution plan a self introduction programme in the beginning where we get the knowledge of students' level of readines to undergo professional education programme. Accordingly the strategy is planned regarding the academic support which is to be provided to students.

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the	**All of the above**

institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	**No File Uploaded**
Photographs with caption and date, if any	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

Three of the above

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

2.2.4 - Student-Mentor ratio for the academic year

1:8

2.2.4.1 - Number of mentors in the Institution

`1:8`

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

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

Adhyapak Mahavidyalaya, Aranyeshwar always encourage student-centric learning through various methods such as brain storming, group discussions, quiz competitions, presentations and project work in participative learning and problem solving methodologies. Experiential learning is executed by teacher by way of : activity based on cooperative and community learning, Participative learning group activities, workshops, Problem solving -Case studies, Project based learningand conducting research. Students are given individual projects and class assignments for focusing on self study and to encourage independent learning. In order to inculcate human values, ethics and social responsibility, students are encouraged to participate in activities.At our institute, various ICT tools are explored and implemented by faculty members. Google meet is the platform that is extensively used in online teaching learning. Google classrooms are used for sharing learning resources, assignments and assessment. Other ICT tools and resources available at institute are Smart Board, LCD Projectors, LMS, Computer Labs. For communication, coordination and mentoring students various tools like Google Meet, whatsapp groups are also used. It helps in the governance of various activities. Student attendance, feedback are also received online from the students and faculty members The institute uses Learning Management System.

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

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

10

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://classroom.google.com/c/Mjc2NzEzMjg1M jI5?cjc=yj6p655
Any other relevant information	View File

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

100

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

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	**No File Uploaded**
Link of resources used	https://classroom.google.com/c/Mjc2NzEzMjg1MjI5?cjc=yj6p655
Any other relevant information	**No File Uploaded**

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

The college admits students from various socio-economic backgrounds. The students are counselled, guided and oriented at the time of admission to make them aware about the course, mode of internal assessment, external assessment, curricular and co-curricular activities, rules and regulations of the institution.At the beginning of each course teachers asses the learning levels of the students in the class, their knowledge about the course and accordingly special programmes for advanced learners and slow learners are planned. Mentors play very important role to groom the slow learners and encourage advanced learners to achieve higher level in education. Peer learning helps both level students.Remedial and extra classes are conducted for advanced and slow learners. After the completion of syllabus, subject classes are also repeated for slow learners and late admissions. In the CBCS system, students are required to select course subjects based on their core competence, aptitude and skills. The teachers provide guidance in relation to the student's aptitude and competence. Teachers remain available in college to clear the doubts and counsel the students even on a one to one basis. Advanced learners are encouraged to become class mentors.

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

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

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

The mission statement of our college is "To train the future teacher/(social Engineer) with essential skills to shoulder the responsibilities for strengthening healthy democracy, Empower them to face the challenge of New era and work for the upliftment of the downtrodden." We try to achieve this through our teaching learning process. Some teacher educators use collaborative technique of teaching. In this strategy, different groups of students are formed. .student teachers refer books, internet and prepare presentations. Some teacher educators use multiple Intelligence approach of teaching. Student teachers use different models of teaching for effective learning thinking model, Role-play model where they get opportunity to develop innovativeness, empathy, intellectual and thinking skills.

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Our teacher educators do not merely focus on the content transaction but they insist to develop the leadership, motivation for learning, presentation skills, soft skills, initiative, inculcation of values, awareness of social issue, awareness of environment, and overall personality development. Under the course 209 i.e. Understanding of Self different activities are planned to develop soft skill. We have yoga session for students. In online teaching learning process we use different teaching tools padlet where students gather their ideas, share it with others.

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

2.4 - Competency and Skill Development

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

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

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content	Six/Seven of the above

mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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

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

Three of the above

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

2.4.4 - Students are enabled to evolve the   Four of the above

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

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

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

Three of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports

All of the above

events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

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

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

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

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

The schools which are near to the college are selected for internship programme. Before the internship programme, the teacher educator has a meeting with the head of the school. They carry the school routine, activities and programmes during that period & then plan the activities of Internship accordingly. Policy directions of the school are conveyed to the Head of internship department and

Head of the department conveys it to the students. A code of conduct of internship schools is explained to the student teachers through orientation lecture. This year we had an online workshop orienting the students about the use of online tools of teaching, learning and evaluation. The evaluation schemes developed by university are provided to students for the assessment of their performance in internship programme. We send our students to girls school, co-education schools, rural, urban schools. Student teachers are sent to the schools which are on the outskirts of Pune city where they get variety of experiences of teaching learning.

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

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

2.4.9.1 - Number of final year students during the academic year

97

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

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

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

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

Institution adopts monitoring mechanisms during internship programme. This year we had online internship. The student teachers sent the link of their lessons to their mentor teacher and the lesson was observed by the mentor teacher. The college has developed its own evaluation scheme for each activity conducted in the internship programme. The student teachers made their online submissions along with this scheme. The teacher educatorscore it as per the scheme and gives qualitative remarks, if necessary students are called and these remarks are discussed. All the lessons are observed by peers and peers also give feedback. The block teaching lessons are observed by school teachers also. The principal of school monitor the entire internship programme of student teachers.

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

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

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

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

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

2.5 - Teacher Profile and Quality

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

11

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

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

05

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

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

11

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

201

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

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

Teacher educators keep themselves professionally updated by attending various courses. Teacher educators who are eligible are sent for orientation / refresher programmes. They are sent for various workshops / seminars held at other colleges. They attend the seminars and workshops which are held on the topics related to recent developments in education e.g. Policy 2020. They present research/conceptual papers in the seminars. They share their thoughts in the workshops. Some of our teacher educators are the resource persons in the faculty development programme where they deliver lecture on recent topics emerged in education field e.g. ICT Tools for Online Learning, Online Teaching Tools, Video making, Making of Audio Clips etc. We have informal sessions in the institution where we have discussions on current developments and issues in education.

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

2.6 - Evaluation Process

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

The assessment of B. Ed. course consists of continuous assessment and year end examination with 20% and 80% weightage respectively for theory courses of F.Y. and S.Y. B.Ed. Assessment consists of continuous assessment of complete weightage i.e. 100% for practical courses. For continuous assessment three activities are organized during the year for theory courses. Out of three activities, one activity is practical work, one another compulsory activity is written exam, student can select any one activity from the list prescribed in the syllabus such as tutorial, MCQ, seminar, presentations, group discussion etc. The practical courses consists of micro teaching, internship programme, different types of lessons, ICT practical, Co curricular activities, health & yoga practical etc. The wightage of 100% is given to these practical courses for first year. The assessment is done by the teacher educators and the marks are converted as per the guidelines given by university. For second year B.Ed. the same pattern is followed for theory courses i.e. course 201 to 205. The practical courses consists of Internship prorgramme, Practice lessons, Reading and Reflectingon text, Understanding of Self, Art and drama in education, Basics of research, Open course .100 % weightage is given to these courses.

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

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group	**Four of the above**

performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

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

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

The University conducts the examinationsafter the end of year. The university has appointed College Examination Officer for each college who is the representative of university. He looks after the university exams conducted in colleges. After the exams are conducted if a student has any grievance about exam he can directly send a mail to university by giving his permanent registration number. He can communicate with university representative about his grievance regarding exams. If a student has grievance about result he can directly send a mail to university and his grievance redressed immediately by university in the case of online exams. In case of offline exam student can apply for revaluation of the concern paper. The student gets the result from university. In this way the grevances are redressed by university.

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

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

Before the commencement of the academic year, the Institution prepares and publishes 'Academic calendar' containing the relevant information regarding the teaching learning schedule (working days), various events to be organized, holidays, dates of internal examination etc. The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process and it is also published on website of the college and displayed in the Principal's office. Only head of the institution can incorporate the minor changes in the academic calendar by considering the unforeseen circumstances. The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars and project work, practical. The review of internal assessment is taken by the Principal regularly. For the implementation of Internal Assessment Process, Evaluation committee is formed at the college level which monitor overall internal assessment process. The record of internal assessment is maintained at college level. The evaluation committee, send the information to the University about the internal assessment of students who are appearing for the examination and get it sanctioned by the Moderation committee appointed by the university.

2.7 - Student Performance and Learning Outcomes

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

In order to achieve the PLOsand CLOs,Course allocation to faculty members is done well in advance as per the subject expertise of faculty members. Teaching plan is prepared before commencement of the year as per Blooms Taxonomy. This ensures that all subject teachers are aware of the expected course learning outcomes and helps to bring quality in teaching-learning.

We follow different parameters for students' internal evaluation. The internal continuous evaluation is based on Blooms Taxonomy and attempts to achieve all the levels of Blooms Taxonomy. The college has a systematic process of collecting and evaluating data on programme and course learning outcomes, for which the assessment includes the following; Assessment for the course-level is done via continuous assessment having a particular weightage depending upon course objectives, learning outcomes and pedagogy. Various components for continuous assessment are defined and used. The evaluation is rigorous. Academic audit for Internal Assessment is carried out at the end of every year under the chairmanship of the principal.This process further ensures the attainment of PLOs and CLOs.With these measures we attempt to achieve PLOs,and CLOsat the

college level.

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

2.7.2 - Pass percentage of Students during the year

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

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

The college has monitored the progressive performance of students and attainment of professional and personal attributes in live with PLO'S and CL'O are in the following manners.

For PLO's

1.Internal Assessment

We have conducted written internal exam at the end of the year. We have organized many activities such as seminar, assignments, course related practical work which have monitored by all faculty members. We have taken feedback from students. They have made expression of experience and given suggestions also.

1.Presentation

Every activity is presentation for the learners. These presentations such as preparation of model, seminar paper, develop their presentation skill. Written assignments in session have been submitted by the learners which develop their writing and presentation skill. The internal work develops learner's ability to

write, think, sensitize expression of views, enhancement of shaping any matter, etc.

For CLO's

1.Internal Assessment

Our institution has conducted an internal Assessments in each course. By these internal assessments they have much aware about the course and its flexibility. This is monitored by college faculty members. Course related practical work has been taken throughout the session. These works enhance their individual capabilities of talking, addressing, summarizing, understanding etc. It is monitored simultaneous to CLO's.

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

2.7.4 - Performance of outgoing students in internal assessment

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

71

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

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

Regarding the details of practice teaching in schools, a student teacher generally delivers lessons covering subjects he opted. These are observed by the teacher educators or concerned subject teachers and maintain the record of their observations. So far the feedback and monitoring mechanisms are concerned, after completion this practice teaching in schools , a feedback session is conducted and the teacher educators as faculty members share with the student-teachers regarding their experiences in the schools and to give some suggestions for further improvement in their teaching performance .

The Institute followed evaluation pattern of marks for internal evaluation and marks for final examination as prescribed in the syllabus, In the year 2020-21 the final exam paper pattern introduced multiple choice questions and short notes to give maximum coverage to the syllabus. Program outcome are available on the website to make faculties and students aware about it. Academic council frames the curriculum which appropriately incorporates Program Outcomes for programs offered by the institution. While framing the syllabus the scope, methodology and outcomes are taken into consideration. Definite measurable program and course outcomes are set up. At the same time, suitable teaching methods and materials and other curricular activities. are planned.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

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

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	**No File Uploaded**
Sanction letters of award of incentives	**No File Uploaded**
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	**No File Uploaded**
Documentary evidence for each of the claims	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Documentary evidences in support of the claims	**No File Uploaded**
Details of reports highlighting the claims made by the institution	**No File Uploaded**
Reports of innovations tried out and ideas incubated	**No File Uploaded**
Copyrights or patents filed	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.2 - Research Publications

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

0

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

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

6

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

3.3 - Outreach Activities

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

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

0

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

0

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

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

0

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

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Documentary evidence in support of the claim along with photographs with caption and date	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

Our college has collaborated with someold age homes in Pune city. A visit to Shatayu Bhavan (An old age home near the college) was organized. Student teachers visited the old age home for one day. They interacted with the senior citizens and understood their problems. They spent the whole day doing different chores like cleaning the premice and rooms of the stakeholders of Shatayu Bhavan. They cooked meals in the kitchen and enjoyed lunch with them too. They visited different rooms and spent quality time with the senior citizens. They did small yet important activities like tidying their rooms, Making their cupboards and beds, cutting their nails, etc. They also performed small entertainment programs for senior citizens.

Through this activity, the student teachers understood the problems of senior citizens. They were made aware of the needs of this neglected part of society.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	No File Uploaded

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

2

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

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

`0`

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

`0`

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

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

`0`

File Description	Documents
Data as per Data Template	[View File](#)
Copies of the MoU's with institution / industry/ corporate houses	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institution has the following infrastructure. Classrooms - 4 ,method rooms - 2, , science lab, Psychology lab.,E.T. lab., .store room,ladies & gents common room ,staff rooms,,Office,Principal's office,study room,library, etc. The college has all the necessary classroom and infrastructure setup as per NCTE guidelines.Some infrastructure like multipurpose hall, computer laboratory, playground, etc. is shared with other sister institutes on the same premise.The library is computerized. The library has purchased library software and computers. Internet facility is available in the library. The book Bank facility is also available. A set of books on curriculum is given to each student of the college at the beginning of the year. These books are givento the students for the academic year. The college has a CD section of various educational books based on the secondary school curriculum. It also has audio and video cassettes.BSNL broadband Internet facility is available in the office. Teacher educators guide student teachers to use OHP, slide projector (slides related to history and geography), LCD projector, internet, etc. while giving lessons. Two classrooms have smart boards installed in them. Student teachers make use of them for their microteaching sessions.The college building is made available for various examinations and elections also. A computer laboratory with 50 terminals is made available for the use of staff and student teachers. Classrooms are installed with LCDs, screens, and computers. There are separate staff rooms for ladies and gents.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

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

6

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://collegeofeducationpune9.org/infrastructure.htm
Any other relevant information	No File Uploaded

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

0.0415

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

4.2 - Library as a Learning Resource

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

The library has been partially automated. The institution has

qualified librarians. There is an attendant at the library. The library is equipped with the following -.

Resource books, Journals, magazines,geometry kits.,graphs, bind volumes. etc.the library orders various books according to the demand of staff members. Library given books and references, and other learning material as per the requirement.

The library is computerized. The library has purchased library software- 'AUTOLIB", computer, printer & Xerox machines. An Internet facility is available in the library. New arrivals are displayed on the library notice board. The book bank facility is available in the college library. A set of books on various courses of the curriculum is given to each student-teacher of the college at the beginning of the year. These books are retained with the students from the academic year and they return them at the end of the course. The library is made available for researchers of M.Ed., M.Phil. & Ph.D. courses of various Universities. The teachers doing in-service training programs also avail the facility of the library.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://collegeofeducationpune9.org/library_information.htm
Any other relevant information	No File Uploaded

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

Remote access to the library is not yet provided but the institution plans to provide it after the complete computerization of the library. The library has subscribed to two online journals from SAGE publications. Access to these journals is provided to researchers and teacher educators.

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

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

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

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

0

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

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

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

21

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

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

None of the above

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

4.3 - ICT Infrastructure

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

The following ICT facilities are available in the institution.

Office computers - 4

Computer lab - 50 terminals

Library - 1

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Staff - 2

Laptops - 10

LCD projectors - 4

Printers - 7

Wi-Fi - Yes BSNL (broadband100) Mbps
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The curriculum has a course on ICT. B.Ed 105 - Advanced Pedagogy and Application of ICT (theory) having weightage of 80+20 =100 marks i.e.4 credits, B.Ed 109 - Teaching Competency II (a) Technology-based teaching (practical), B.Ed 111 (a) Critical understanding of ICT (practical having weightage of 1 credit. The curriculum also has elective methods which include ICT Education. The institute promotes student-teachers to make use of ICT in all types of lessons like micro-teaching, integration lessons, simulation lessons, Technology based teaching, team teaching, lessons using models of teaching, and practice lessons. lesson to be taken during internship etc.

Teacher educators make use of PowerPoint presentations, OHP, slide projectors, and CDs. internet in their day-to-day teaching.

For the preparation of teaching aids, lessons teacher educators guide student-teachers to use ICT material, documents, and material available on the internet.

The computer lab shares with other sister institute the same premise.

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

4.3.2 - Student – Computer ratio during the academic year

1:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	**D. 50 MBPS - 250MBPS**
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	**Nil**
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	**Nil**
Any other relevant information	**No File Uploaded**

4.4 - Maintenance of Campus and Infrastructure

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

0.28479

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

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

Building maintenance is looked after by society. The institution, therefore, has to spend the amount only for paying rent. Hence the expenditure for building maintenance is the same throughout.Computers were purchased in the academic year 2005-06 and updated in 2006-07 as per the suggestion of a peer team visit of NAAC.

Classrooms are made available for other external examinations as well as voting centers for different elections.

The library committee has been set up in the institution meetings are held from time to time by the community and decisions are taken regarding the functioning of the library. The library is computerized. The library has purchased library software, computer & printer. An Internet facility is available in the library.

Teacher educators guide student teachers to use ICT from micro-teaching to internship and practiceLessons. The playground is available for student teachers for health and yoga practices, and outdoor sports activities. The sports equipment was purchased by the institution as per the requirement.

Sports equipment is made available to the student-teachers. Indoor and outdoor sports competitions are organized in the institution.

Student teachers take the science equipment, chemicals, models, specimens, charts, etc. required for the science lessons from the science laboratory.

File Description	Documents
Appropriate link(s) on the institutional website	http://collegeofeducationpune9.org/infrastructure.htm
Any other relevant information	**No File Uploaded**

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

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

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

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	**B. Any 3 of the above**

File Description	Documents
Data as per Data Template for the applicable options	**No File Uploaded**
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
31	**100**

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

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

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

9

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

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

0

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

5.3 - Student Participation and Activities

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

The college forms student council in the beginning of academic year. We follow inclusion in the student Council. Students from all the categories and girl students are motivated to participate in student Council. We haveUniversity representative, class representative, library committee,sports in-charge, cultural activity in-charge, girls' representative in the committee. The committee is functional throughout the year. They are given different tasks based on their potentials. Student Council helps teacher educator to implement curricular and co-curricular activities. Day celebrations, field visits are monitored with the help student Council. The student Council helps to organize special days like Shivajayanti, annual social gathering, sports event, Marathi day celebration, Science Day celebration etc. Student Council conveys decisions taken by the college authorities to all the student teachers. They also convey difficulties faced by student teachers in their academic program to

the mentor teachers and the principal. The requirements of the students are discussed in the meetings with the society. The college development committee also has student representation. Students from B.Ed. course are selected based on their academic and other performances and given representation in the college development committee. They can freely interact with the committee members and put across their requirements.

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

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

6

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

5.4 - Alumni Engagement

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

The college has an Alumni Association registered under the Societies of Registration Act. 1860, the Registration No.512/2011 date-19/03/2011. The details of the contribution extended by Alumni Association for the growth and academic development of the college

in the last five years are:

1.Extension of Financial Assistance to the college.

2.Submission of feedback in respect to curriculum, teaching, research and extension activities.

3.Participation of Alumni to the extension activities.

4.Recommendation for introducing new skill-oriented courses.

5.Guidance and Counselling to the students about their future careers, placements and grievances.

6.Motivation of the students in participation of community services and outreach programmes to build their careers towards leadership which in turn helps in National Development and Integration.

7.Participation in the decision making of the college by constituting themselves in the Academic Bodies.

8.To recognise the noteworthy achievements of our past students.

9.To organise programmes for development of professional skills of thepast students and to get their help for the development of the regular students of Adhyapak Mahavidyalaya.

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

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

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

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

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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

The college provides an opportunity to the alumni to interact and share their experience with students by arranging a get together every year in the college. But due to Pandemic online meet of One of the batches (2009-2010) was conducted.Our Alumni Association works for the overall development of students as well as the institution. It helps our institution not just financially, but in terms of academic planning, placements of students, career guidance and technological guidance. It has been duly registered as a Society under the Societies Registration Act, 1860 (XXI of 1860) with the Assistant Registrar of Societies, Pune (Reg No. 512/2011 dated 19/03/2011)

Financial Support:

Our Alumni Association supports the Institute in financially also. It encourages our alumni to help the institution by donating generously for the infrastructural development of the college.

Our Alumni Association organizes:

- Lectures of Alumni on various topics like population education, national Integration for student teachers.
- Felicitation of meritorious students and the alumni getting special achievements in their fields.
- Arranging sessions on guidance for SET/TET/CTET examination for students.
- Lesson guidance to student teachers by alumni.
- Demonstration lessons by alumni for student teachers.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The Vision of the Institution is 'To train the future teachers (Social Engineer) with essential skills, to shoulder the responsibilities for strong, healthy democracy, empower them to face challenge of new era and work for the upliftment of the downtrodden' having following Missions :

1. To develop responsible citizenship in students for healthy democracy.
2. To enable the students to use skills of information technologyvarious walks of life.
3. To uplift the masses with the help of education.
4. To develop interest about social service among student teachers to understand social issues.
5. To provide opportunities for development of 21 st century skills.
6. To make students aware about the importance of good health.

This is being translated through effective governance.

1. **The apex body of the college administration is College Development Committee (CDC) comprising the Members of Patron Institute, the Principal, Senior faculty, non-teaching faculty and nominees of the student council. CDC meets twice a year or as needed. The principal presents the reports of activities of the college before the body. The body reviews the report discusses and gives valuable suggestions.**
2. **Academic Administration –The next level of the management of the college is IQAC. The institute practices decentralization and participative management in frequent consultation with the College Development Committee and IQAC of the college.**

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

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

The Institution follows decentralized and participative mode of decision making for effective management. There is chain of power distributed from apex body till the lower end as per allotted responsibilities.

1. **The apex body of the college administration viz., the Governing body is always open to discussion with the teaching and non-teaching staff which, in turn, encourages the involvement of the staff for the improvement of effectiveness and efficiency of the institutional process. The governing body meets twice a year or as needed. The principal presents the reports of activities of the college before the body. The body reviews the report discusses and gives valuable suggestions.**
2. **The next level of the management is College Develop Committee and IQAC. The institute practices decentralization and**

participative management in frequent consultation with the College Development Committee and IQAC of the college. Academic responsibilities are fairly distributed among all the staff Members as per Norms of Workload. At the beginning of academic year, various Committees are formed for the various academic, co-curricular and extra-curricular activities to be conducted in the course of the academic year. The responsibilities are communicated to the faculty members through regular staff meetings. The Heads of Departments monitor the functioning of the various departments.

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	**No File Uploaded**

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

1. **Internal and External Financial audits are conducted every year and the reports are made available to all stakeholders.**
2. **An internal auditor, K.B. Salunke & Co, is appointed by the parent institute to execute the statutory audit.**
3. **An external auditor i.e., an auditor appointed by State executes an audit.**
4. **The compliance with external audit objections is done and the compliancereport is sent to Parent Institute and then Joint Director, Higher Education, Pune.**
5. **The reports of all administrative work are submitted to management regularly by the principal.**
6. **Each year institute uploads Financial and Administrative details on Government websites viz., MIS and AISHE and also display details on College website too.**

1. **Academic transparency :-**

1. **Our college uses an open evaluation system for the assessment of internal work. Marking Schemes are made at the beginning of the year for each activity related to each course. Students are made aware of these schemes before they start work. Marking schemes are attached with the submissions along with qualitative remarks**

Institute has established Internal Assessment Committee to maintain a transparent Evaluation System. Along with Internal Assessment Committee, SPPU also assesses Academic Work assessment at the end of each academic year.

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

6.2 - Strategy Development and Deployment

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

The College Development Committee (CDC) and Parent Institution believe in setting up a perspective plan for excellence in academic and infrastructural development. This is drawn in the form of long-term and short-term goals in different aspects of college functioning. These perspective plans are reflected in the annual action plans. The IQAC decides the perspective plan which is to be approved in the CDC (College Development Committee) meetings.

IQAC has a perspective plan regarding following

- Teaching learning
- Examination and Evaluation
- Research development
- Library
- ICT and Physical Infrastructure and instrumentation

The college had decided to enrich the ICT skills of student teachers to enable them to conduct classes in hybrid mode. Different e tools useful for teaching learning were introduced to them through a workshop organized by IQAC of the college. The student teachers benefited through this skill enhancement workshop. They used these skills practically when they conducted their internship program.

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

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

Our institution functions under 'Shri Shivaji MarathaSociety, Pune-2.The governing council is the policy-making body. The overall supervisionof the College comes under its purview. After discussion, it decides theacademic policy keeping in view the national policies in higher education, existing priorities, and local needs. Regular feedback is obtained from thealumni, students, parents, and faculty. These inputs are discussed andanalyzed by the Governing Council, the Principal, IQAC, and CDC.

The planning and infrastructural development are decided by the CollegeDevelopment Committee and the Head of the institution in consultation with theGoverning Council. The plans proposed are discussed by the respectiveCells and committees, and then finalized. Financial implications andpossible hurdles are thoroughly looked into and taken care of beforefinalizing any plan. The Principal, IQAC, Heads of Departments,committee/cell in-charges, and office staff work together for the smoothfunctioning of the institution.

File Description	Documents
Link to organogram on the institutional website	**Nil**
Documentary evidence in support of the claim	<u>View File</u>
Any other relevant information	<u>View File</u>

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

attendance for students

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	**No File Uploaded**
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

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

After the retirement of the previous librarian, the post of the librarian was vacant for the last 2 years. It was decided by the college development committee(CDC) that The advertisement for the same should be given with immediate effect and this post should be immediately filled. As per this decision of CDC, the post was filled and Mr. Vilas Shinde is been appointed by the college.

The discussion of annual increments of six teaching staff and six non-teaching staff was done in the same CDC and all teaching, as well as non-teaching staff, was granted the annual increments as per the rules of the government.

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

6.3 - Faculty Empowerment Strategies

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

1. **Non-monetary welfare measures for Teaching and Non-teaching staff:**

1. Leave is readily sanctioned to the staff for personal work, attending Refresher Course/Orientation Program/seminars etc.
2. Faculty members are encouraged to research and publications for their career advancement.
3. Free Wi-Fi facility
4. Dedicated cabins/workspaces, separate reading and computer space in the library.
5. Separate parking for Teaching and Non -teaching Staff
6. The college has installed CCTV cameras in internal and external areas of campus for the security of the college which is maintained by the agency appointed by the college.
7. The institution has installed a Water Filter unit with a cooler for the good health of students, faculty, and all stake holder of the college.
8. Separate clean and hygienic washrooms for both Lady's staff and Gents staff.
9. Monetary welfare measures for Teaching and Non-teaching staff:
10. Provident fund (PF) Facility
11. 'Patpedhi system' for loans and other financial support.

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

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

0

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

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

0

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

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

6

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

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

1. **Institute follows the performance appraisal system prescribed by UGC and The Joint Director of Maharashtra.Faculty have to submit reports of the performance-based appraisal system to IQAC. IQAC, then Submits all those reports to the principal for further cross-checking and verification.**
2. **Apart from the above, Faculties, HODs, Librarian, and Cell-Incharge submits Annual Proformas to the IQAC.**
3. **For Career Advancement under CAS, the concerned facultysubmits all PBAS preforms which were submitted to thePrincipal at the end of every academic session, to the CASCommittee formed by the Joint Director of Maharashtra, andSavitibai Phule Pune University.**
4. **After Verification and approval by CAS Scrutiny Committee ,copies of the PBAS proformaare submitted to the Principal and Joint Director.**
5. **All Teaching and non-teaching staff has to submitConfidential Reports to the Principal.**
6. **A daily Diary is also maintained by the individual staff andsubmitted to the Principal at the end of every week.**
7. **The IQAC reviews Administrative and Academic progress soas to review the performance of all the departments and officeadministration. After the evaluation of the report by thePrincipal and management, it is communicated to the respectivedepartment for improving shortcomings.**

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

6.4 - Financial Management and Resource Mobilization

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

The institute has established a mechanism for conducting Internal and External audits for every financial year to ensure financial Compliance. This helps in the review of funds, planning, and preparing a budget for the next financial year.

1. An internal auditor, K.B. Salunke & Co, is appointed by the parent institute to execute the statutory audit. The auditor assesses the financials of the college and rectifies errors. They guide the administrative staff to maintain the records.
2. An external auditor i.e., an auditor appointed by State also executes the audit.
3. The compliance with external audit objections is also taken care of and it is also mandatory to send it within 15 days.
4. The objections raised in theaudit report are fulfilled and the compliance report is sent to Parent Institute and then Joint Director, Higher Education, Pune.

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

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

0

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

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

The college receives a salary grant from the state government of Maharashtra. After receiving the grant from the state government, the Principal seeks permission from the Shri Shivaji Maratha society for the disbursement of salaries. Immediately after the permission from society, the salaries are credited to the bank accounts of the employee.

The donations towards annual prizeswhich were received from donors were distributed to the student teachers.

The amount received towards scholarships is distributed to the student teachers by cheques.

Due to the COVID condition, no grants were received from the BCUD of SPPU or UGC.

The college has not received any other funds during this academic year.

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

6.5 - Internal Quality Assurance System

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

The college established IQAC in 2003. The IQAC and college development committee (CDC) works together for ensuring the quality of various processes in college. The CDC focuses mainly on the financial and administrative functions of the college. The IQAC works to enhance academic functions. Different activities are planned by the IQAC for enhancing the skills of teacher educators and student teachers. Different activities like workshops, academic audits, and Extension activities are planned and executed by IQAC.

During the academic year 2020-2021, the major concern was online teaching-learning. The B.Ed. the course is more activity-oriented and practical based, IQAC planned different activities like brainstorming and discussion sessions of teacher educators for implementing B.Ed. program through Online/ Blended and Hybrid mode. Different tools were introduced to both, the teacher educators and student teachers to face the problem of Online teaching-learning.

The IQAC also organized society-related activities such as Visits to Old age homes. Through this, the college tried to create awareness among students about social problems.

During this period the teacher educators continuously strived to learn to make e-content in different forms.

Effective use of google classroom and other e tools were for teaching learning and evaluation was done.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

As per the guidelines of Savitribai Phule Pune University (SPPU), each teacher education program has an internal evaluation which is a

continuous comprehensive evaluation. Our college has an INternal evaluation and moderation committee. The IQAC along with this committee plans different activities and practicals to be conducted throughout the year for each course. The course hasCBCS therefore we give a list of at least 2-3 practicals for each course, out of which, student teachers can select any one. Different activities are planned for different subjects. Seminars, Group discussions, presentations, poster presentations, MCQ tests, assignments, and tutorials are suggested by the syllabus. We conduct different activities for different subjects. Evaluation schemes are declared before they begin activities. This gives a clear understanding to them for completing the activities successfully. We also make the question bank for students.

The internal audit of Evaluation work is done at the end of the year. A fewstudents who are not able to complete the activities are given counseling by the Internal evaluation committee and IQAC and support is provided to them. An external audit is conducted by the SPPU. The college receives good remarks every year from SPPU about teaching-learning and academic work.

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

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

1

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

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

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	Nil
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

In the first cycle, the institution was lagging behind in technological interventions and ICT skill development of teacher educators and student teachers. We continuously strive for technology upgradation. We have two classrooms now which are equipped with smart boards. All other classrooms have the facility of DLP projectors. WiFi is provided. Training of Teacher educators and student teachers is continuously undertaken .

After the second cycle, one of the teacher educators completed a minor research project funded by Savitribai Phule Pune University. The teacher educators are undertaking action research. Teacher educators are motivated to undertake doctoral research. Three teacher educators completed their Ph.D. degrees after the second cycle.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The breathing premises has false with big windows which allow natural light in all the classrooms this helps to reduce the energy requirement in the college campus. the college also has replaced all the old tube lights with CFL bulbs and LED tubes wherever possible this also helps conservation of electricity. instructions related to the conservation of electricity are being displayed in all the classrooms so that awareness is created among students and the use of electricity is reduced. The component of energy conservation is being included in all the classrooms by teacher educators in their day-to-day classroom deliberations.

A lecture on the save fuel theme was organized in the college for student teachers and the demonstration related to saving the fuel at home was given by the expert.

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

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

For the last few years, the college is implementing a zero-waste management system. The office uses both sides of the paper for printing purposes. All the internal notices are also printed on the papers that are been used on one side. Each class has two dustbins for collecting dry and wet waste. The biodegradable waste is converted into manure that is given to the trees. the campus has many trees foliage and bio waste that is being recycled.

notices are been displayed at various places on the college campus so that their waste is reduced and is being collected separately. the drive for E-waste collection is conducted in the college.

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

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

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

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

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

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

No vehicle day is been celebrated on the college campus every month the student teachers and other staff members of the college are motivated not to bring their private vehicles and use the public transport on the last working day of each month. The college has appointed class 4 servants for maintaining the cleanliness of the entire campus. They are been allotted different classrooms and premises and the responsibility shouldered for maintaining the cleanliness of the entire campus. men's and women's toilets are are are clean twice a day and a special person is appointed for maintaining the hygiene of the toilets. A sufficientwater supply is been provided in all the toilets on the college premises. the wastewater is been recycled and supplied to the tree cover on the premises. the principal motivates the staff and students to use e-vehicles. the college campus has beautiful green coverage and garden landscaping. The gardner maintains the beauty of the campus by regular pruning and training of the plants on the campus. The college premises is free of plastic and the use of plastic is highly discouraged on the campus. the student teachers are also oriented toward the same.

File Description	Documents
Documents and/or photographs in support of the claim	No File Uploaded
Any other relevant information	View File

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic- | Four of the above

free campus Move towards paperless office Green landscaping with trees and plants

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

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

0

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

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

The college conducts a tree plantation program in the beautiful promisors. Every year new trees are being added on the occasion of Republic Day Independence Day and special programs conductedin the college. Old trees are maintained well by inviting the Pune Municipal Corporation faculties so that it doesn't cause any harm to the college building. Wastewater is been channelized throughout the campus to water the plants on the college premises. Orientation programs on 'Education for sustainable development are been organized for student teachers in the college. In this program, different activities are conducted which create awareness among them

and help them to realize the importance of natural resources and their maintenance. they also become aware of increasing pollution and health hazards caused due to it.Student teachers demonstrate the street play in the nearby areas of Sahakarnagar on the themeslike Save energy, Save water, Pollution, Recycle and Reuse.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	C. Any 2 of the above

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

7.2 - Best Practices

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

1. Title of the Practice II. Improving Online Teaching-Learning Process

2. Objectives :

· To ensure the completion of the syllabus according to the academic planner of each department.

· To encourage teachers to adapt to technological advancements including ICT adoption in classroom teaching.

· To improve pass percentage and enhance the number of ranks bagged by the college at the university level examinations

3. The context :

The syllabus coverage in some cases is being hurried and towards the end of the semester where information is being crammed at once. This sluggish coverage initially and hurried coverage later should be avoided giving enough time to students in comprehending the topics and assimilating the facts. · The teachers find it difficult to keep pace with the techno-savvy student learners. It has become essential for some teachers to adapt to the latest pedagogic styles and include ICT in classroom teaching. The mismatch between the student learner and the teacher in the use and comfort of handling varieties of tools available for teaching-learning needs to bridge.

For details please click:https://drive.google.com/drive/folders/1RWE 6Gaz_wsgBw1rT8zsTmnKVJRDcDP4Q?usp=sharing

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	[View File](#)

7.3 - Institutional Distinctiveness

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

The vision of the college is the 'upliftment of the downtrodden. We

consider our student teachers as social engineers. We want our student teachers to reconstruct society and develop it through education. We admit student teachers from different social-economic backgrounds. Many students from rural and less developed areas seek admission to our college. Student teachers from various linguistic, social, and financial backgrounds seek admission to a college. We help them to develop communication skills and Technology skills. Through thecurriculum, we try to develop 21st-century skills among our student teachers. Most of the student teachers come from rural backgrounds although our college is located in an urban area. There are difficulties in settling in the City, coping with other learners, and practicing their teaching skills. We trainthem in such a way that they become confident and well prepared even for urban as well as rural areas. We organize their practice teaching sessions in different types of schools so that they can face different types of learners. We practice inclusive education in our institution. The students who come from the socially downtrodden background also get equipped with the necessary skills for teaching.

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