YEARLY STATUS REPORT - 2022-2023

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.	`020-24223930`
• 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 University, Pune
• Name of the IQAC Co-ordinator/Director	Dr. Shobha Netaji Jadhav
• Phone No.	9823545593
• Alternate phone No.(IQAC)	020-24223930
• Mobile (IQAC)	9881880205
• IQAC e-mail address	shobhajadhav11@gmail.com
• Alternate e-mail address (IQAC)	sunilkalekar2005@gmail.com
3.Website address	https://www.collegeofeducationpune9.org/
• Web-link of the AQAR: (Previous Academic Year)	http://www.collegeofeducationpune9.org/pdf/Annual%20Report%20of%2020%2021-%202022%20(AQAR%202021-2022).pdf
4.Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	https://collegeofeducationpune9.org/pdf/Annual%20plan%202022-23.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	Nil

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)

An online lecture series on NEP 2020 was organized in the institution. An add on course on 'Bhagvadgeeta and Value Education' was organized for student teachers. A lecture series was organized for student teachers on the topics like Indian Constitution, Diet and Health. The Water Literacy Programme was conducted in the college. The college celebrated 'Crackers-Free Diwali Festival'.

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

Plan of Action	Achievements/Outcomes
Conducting an add on course on 'Bhagvadgeeta and Value Education'	An add on course on Bhagvadgeeta and Value Education was conducted for student teachers
Conducting lecture series on NEP 2020 for student teachers.	A lecture series on NEP 2020 was conducted in the college.
Organization of lectures on 'Indian Constitution' 'Health and Diet' in collaboration with Department of Lifelong Learning &Extension, Savitribai Phule Pune University, Pu	The college organizes lectures on 'Indian Constitution; Health and Diet in collaboration with Department of Lifelong Learning and Extension, Savitribai Phule Pune University, Pune.
Conducting a 'Water Literacy Programme; for student teachers.	The college conducts a 'Water Literacy Programme' for student teachers.
Celebration of 'Crackers-Free Diwali Festival.	The college celebrated a 'Crackers-Free Diwali Festival' in the college to promote environmental awareness.
Organisation of a visit to 'Blind School' for social awareness.	The college organises a visit of student teachers to 'Blind School'
To conduct a rally of student teachers on occasion of Shivjayanti.	The college organized a rally of student teachers on occassion of Shivjayanti.
Conducting workshop for students on developing learning resources.	Student teachers prepared various learning resources related to their subjects.
Preparing and conducting innovative lessons.	The workshop was conducted on innovative lessons.
Conducting Reading Skill Enhancement Programme for student teachers.	The college conducted Reading Skill Enhancement Programme for student teachers.

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	06/01/2022

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	09/01/2023

15.Multidisciplinary / interdisciplinary

Adhyapak Mahavidyalaya is making significant efforts to align its curriculum and educational approach with the National Education Policy (NEP) in India. The NEP emphasizes a flexible and broad-based education system that promotes inclusivity, diversity, and holistic education. Adhyapak Mahavidyalaya's commitment to a multidisciplinary and interdisciplinary approach in its curriculum is in line with the NEP's vision.

The inclusion of courses like Gender Issues demonstrates the institution's commitment to addressing social issues in education, which is in harmony with the NEP's objective of promoting inclusivity and diversity in the educational system. Similarly, the incorporation of subjects like Guidance Counseling and ICT reflects the institution's focus on skill development and the integration of technology in education, which aligns with the NEP's goals.

Moreover, the emphasis on preparing educators to go beyond traditional pedagogical boundaries and gain a broader understanding of the social, cultural, and psychological dimensions of education resonates with the NEP's learner-centric philosophy.

In summary, Adhyapak Mahavidyalaya's commitment to a multidisciplinary and interdisciplinary approach, curriculum alignment, and holistic educator development indicates its readiness to support the goals of the NEP, which aims to bring about significant educational reform and enhancement in India. These efforts will likely contribute to preparing educators who can thrive in the evolving educational landscape and address the challenges of modern education, as envisioned by the NEP.

16.Academic bank of credits (ABC):

Our institution is taking significant steps to ensure that the

student teachers are well-informed about the changing policies in higher education, particularly regarding the ABC platform. Our college is conducting following activities:

Mandatory Registration for ABC Account: Making it compulsory for student teachers to register and acquire an ABC ID ensures their active participation and engagement with the new system.

Video Tutorial on WhatsApp Group: Sharing a video tutorial via WhatsApp helps in reaching out to students easily, providing a visual guide for creating their ABC accounts.

Stepwise PDF Guide: Offering a step-by-step guide in a PDF format provides additional support for those who prefer written instructions.

Orientation Session: Conducting an orientation session to explain concepts like multiple entry, multiple exits, credit transfer, and credit bank indicates a proactive approach in familiarizing students with the new system's features and processes.

Encouraging MOOC Course Completion: Encouraging students to pursue and complete MOOC courses from SWAYAM is an excellent initiative. This not only helps them gain additional credits but also exposes them to online learning, which is increasingly becoming a significant part of education.

Moreover, our institution is seeking support from Shri Shivaji Maratha Society and SPPU, which demonstrates a collaborative approach in adopting the ABC platform.

It's essential to monitor and follow up on these activities to ensure that students actively engage with the platform and comprehend the changes in the higher education policies. Continuous support and guidance will be crucial in facilitating a smooth transition for the students.

17.Skill development:

The efforts made by Adhyapak Mahavidyalaya in aligning with the

National Education Policy (NEP) are commendable. The institution has taken various strategic initiatives to adapt its educational framework to meet the objectives outlined in the NEP. Here's a breakdown of its initiatives and their alignment with NEP objectives:

Curriculum Alignment: The integration of teaching skill development courses within the B.Ed. program reflects a commitment to meet NEP's objectives of enhancing teaching quality and adapting to changing educational needs.

Value-added Courses: Offering ICT skill enhancement programs corresponds to NEP's emphasis on integrating technology in education, ensuring student teachers possess essential digital skills.

Workshops and Study Material Preparation: The focus on hands-on training for creating teaching resources aligns with NEP's encouragement of experiential learning and the development of high-quality, contextualized study materials.

Leadership Development: Initiatives encouraging student teachers to organize programs within the college contribute to holistic development, supporting NEP's vision of nurturing well-rounded education and leadership qualities.

Faculty Training: Investing in faculty development programs helps educators stay updated with the latest teaching methodologies, aligning with NEP's focus on continuous professional development.

Assessment and Evaluation: Embracing modern assessment methods that focus on critical thinking and practical application adheres to NEP's call for a shift in assessment techniques away from rote memorization.

Inclusivity and Diversity: Promoting inclusivity and diversity in classrooms supports NEP's vision of equitable and accessible education for all, preparing student teachers to create inclusive learning environments.

Research and Innovation: Encouraging research and critical thinking among students and faculty aligns with NEP's goal of fostering a culture of research in higher education institutions.

Community Engagement: Actively engaging with the local community fosters experiential learning and social responsibility among

student teachers, in line with NEP's emphasis on community-based learning.

Infrastructure and Technology: Investing in infrastructure and technology for modern pedagogy aligns with NEP's goal of leveraging technology for education.

In conclusion, Adhyapak Mahavidyalaya's comprehensive approach to curriculum development, skill enhancement, leadership development, and community engagement reflects a strong commitment to aligning with the NEP. The institution's efforts prepare student teachers to meet the evolving demands of the education sector as envisioned by the policy.

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

The efforts made by Adhyapak Mahavidyalaya in aligning with the National Education Policy (NEP) are commendable. The institution has taken various strategic initiatives to adapt its educational framework to meet the objectives outlined in the NEP. Here's a breakdown of its initiatives and their alignment with NEP objectives:

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

Adhyapak Mahavidyalaya's commitment to Outcome-Based Education (OBE) within its B.Ed. program exemplifies a proactive approach aligned with the principles and objectives outlined in the National Education Policy (NEP). Here are some key ways the institution's OBE

approach demonstrates its preparedness for the NEP:

Alignment with NEP Principles: The institution's dedication to OBE aligns with the NEP's emphasis on learner-centric education, flexible curriculum design, and a focus on measurable learning outcomes. This alignment reflects a commitment to the broader vision outlined in the policy.

Clear Objectives: By establishing both general and specific objectives for the B.Ed. program and individual courses, Adhyapak Mahavidyalaya mirrors the NEP's vision of defining clear and measurable learning outcomes. This ensures that educational programs are designed with specific goals in mind.

Orientation Sessions: Conducting comprehensive orientation sessions at the beginning of the course ensures that every student teacher is aware of the intended educational outcomes. This practice aligns with NEP objectives of improving the quality of teacher education and promoting student awareness of their learning goals, fostering a more informed and engaged learning environment.

Proactive Evaluation: The institution's practice of designing evaluation schemes that align with set objectives and providing them to students in advance reflects the NEP's focus on fair and transparent assessment practices. This proactive approach helps students prepare adequately to meet expected learning outcomes, fostering a sense of readiness and clarity.

Transparency and Accountability: By emphasizing transparent evaluation practices and ensuring alignment with predetermined objectives, the institution promotes accountability, a crucial aspect highlighted in the NEP. This commitment is essential for maintaining quality and integrity in education.

Curriculum Flexibility: Embracing OBE inherently integrates curriculum flexibility, allowing the institution to adapt to the evolving educational landscape as encouraged by the NEP. This adaptability ensures that the educational programs remain relevant and effective in changing times.

Quality Teacher Education: The institution's OBE-focused approach significantly enhances the quality of teacher education. By preparing competent and innovative educators, it directly aligns with the NEP's goal of fostering a skilled and forward-thinking teaching workforce.

In summary, Adhyapak Mahavidyalaya's emphasis on Outcome-Based Education not only aligns with the principles and objectives outlined in the National Education Policy but also reflects a commitment to providing a learner-centric, transparent, and quality education that prepares educators for the evolving needs of the educational landscape.

20.Distance education/online education:

Our institution is running a two-year B.Ed. program in regular mode which is affiliated to Savitribai Phule Pune University. presently we have an MA education program at Savitribai University which is run by open and distance learning mode. previously we had an affiliation with YCMOU and we have also run the B.Ed and M.Ed. programs of Open University. We are planning to restart these programs and also offer courses like a diploma in school management (DSM) of YCMOU. In the near future, we also plan to offer courses related to the field of education that are offered by IGNOU.

During the Pandemic, we all have realized the importance of online modes of education. All the teaching faculty is now skilled in using different synchronous as well as asynchronous modes of online education. We introduce them to different MOOC platforms during our skill enhancement workshops. We train our student teachers to use online modes as well. We are in the process of establishing our institution's own LMS so that we can train our student teachers in online modalities of education.

Extended Profile

1.Student

2.1	**99**
Number of students on roll during the year	

File Description	Documents
Data Template	[View File]()

2.2 Number of seats sanctioned during the year	**100**

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**50**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**91**

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	**99**

File Description	Documents
Data Template	View File

2.Institution	

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**30.8**

4.2 Total number of computers on campus for academic purposes	**50**

3.Teacher	
5.1 Number of full-time teachers during the year:	**12**

File Description	Documents
Data Template	[View File](#)
Data Template	[View File](#)

| 5.2

Number of sanctioned posts for the year: | **13** |

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 curriculumof SPPUwas designed in the academic year 2015. Since then, all affiliated colleges run the same two-year curriculum. But every year we modify the curriculum based on the local needs. At the onset of the new academic year, the principal conducts the meeting regarding the planning and implementation of the curriculum. We have two units of B.Ed. class in our college. Therefore this course is taught by two course charge of the two divisions. They consult with each other and decide on the course implementation. For theory courses, there are four units. Content analysis of each unit is done and the topics to be given for self-study are discussed. We also discuss any new subtopic that can be taught/ discussed with students based on the local needs. For each theory course, one activity and one practical is compulsory. We discussand plan different activities for each year. The skill-oriented courses like Microteaching, Practice teaching, innovative lessons, and Internship programs are also planned with due consideration of local needs and the availability of practice teaching schools. Different activities are planned for courses like Social service, entrepreneurship development programs, and open courses. All these activities are planned at the beginning of the academic year and shown in the academic calendar which is displayed for students' information. The plans are revised if needed at the time of implementation.

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

B. Any 3 of the Above

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

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

1.2 - Academic Flexibility

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

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

29

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://drive.google.com/file/d/1FHQpnpZl8h2caQ9KHKrR3Z0Pg2ogw4pd/view?usp=sharing

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

1

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

1

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

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

36

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

36

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

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

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

0

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

0

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

1.3 - Curriculum Enrichment

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

The first-year syllabus has a core training program where thorough

training in different teaching skills is given. Student teachers are also introduced to new teaching techniques like technology-enabled teaching, models of teaching, and team teaching. The student teachers get to practice these teaching skills when they go for practice teaching and internship program They opt for two methodology courses during the first year depending on their specializations of graduation. During the second year, they select one more additional method of teaching. They conduct various practicals as prescribed by SPPU. Student teachers are given special coaching for the use of technology in teaching-learning. They make extensive use of technology tools in all their teaching sessions. We use various methods of teaching like seminars, group discussions, collaborative teaching techniques, activity-based learning strategies, and constructivist approaches while conducting our theory classes in the class. The student teachers use these methods in their teaching sessions during their 16-week internship program. The student teachers organize various co-curricular and extracurricular activities in the schools with the help of their peers and the schools' teachers. Thus they implement the knowledge that they receive in the college during their actual practices in the school.

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

The student teachers are given the opportunity to visit schools and study the school. One of the courses in our syllabus for the second year is based on school management. During the practical work, student teachers visit the school and study that school with respect

to various parameters given. This helps them to understand the school system. Student teachers select different schools for the practicals and they share their learning with others when they come back and showcase their work to others.

Our college has organized visits to different types of schools and special schools. Last year visited the special school for visually impaired students. We also had a visit to "Kamayani' – a school for mentally retarded children. Along with this we also have a practicum based on "Inclusive school". There is an optional practical on a study of different curricula of SSC, CBSE, and ICSE and a comparison of the curricula. All these practical activities help student teachers to understand the diversity in Norms, and functioning of different types of schools.

For internship and practice teaching students are sent to Rural, semiurban, and Urban schools. Some students select English medium schools whereas many select Marathi / Semi English medium schools. This also helps them to understand the functioning of different schools.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	[View File](#)
Documentary evidence in support of the claim	No File Uploaded
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

Our B.Ed course is a beautiful blend of Theoretical understanding of teaching learning and teaching Skill development. It also has components that help us develop committed and competent teachers. Theory courses and education in Emerging Indian society, Learner and Learning, Assessment and Evaluation, School management, etc help them to understand the basics of education. The courses like Advanced Pedagogy and Application of Information and Communication Technology, and Inclusive Education, help them to understand the modern trends in education. The course has different optional

subjects. We offer them Guidance and Counseling and Sustainable development. These courses give flexibility to student teachers to select the subjects of their own choice. Pedagogy courses prepare them with the necessary skillset required for teaching specialization subjects in schools. The courses practical courses on Understanding ICT, Co-curricular activities and Social Service activities, Entrepreneurship program in the First year and Reading and Reflecting on Text, Understanding of self, Research in Education, Art and drama in education in the second year groom our student teachers to be all rounded and classroom-ready teachers with deep understanding of modern trends in education. They get equipped not only for classroom teaching but also for all school-related activities.

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

1.4 - Feedback System

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	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

99

2.1.1.1 - Number of students enrolled during the year

99

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

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

50

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

48

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

04

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

04

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

2.2 - Honoring Student Diversity

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

Every year in our institution admissions are done with the centralized admission process conducted by our state.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.we also came to know the strengths, weakness,hobbies,communication skills, background of students, achievement of students etc. Accordingly the strategy is planned regarding the academic support which is to be provided to students.The institute is making significant efforts to motivate students to self-learning and to enhance their learning experience. Faculty members are shifting the focus to a student-centric learning process, instead of the conventional teaching-learning process of transferring the knowledge to students, through classroom lectures. The focus is on knowledge transfer and learning through students'active participation and involvement. The faculty members provide a platform for students to explore independently, learn through self-study and from their peers, and guide them to develop effective and lifelong skills.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Documents showing the performance of students at the entry level	[View File](#)
Any other relevant information	No File Uploaded

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Four/Three of the above

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

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	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

1:10

2.2.4.1 - Number of mentors in the Institution

11

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

2.3 - Teaching- Learning Process

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

In teaching learning process the main aim is that learning should be effective and meaningful. Our institute 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. In our institution we use traditional methods as well as new methods of teaching.

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 learning and 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. Library is also main resource made available to all students.

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

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

12

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

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

99

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	**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	View File
Link of resources used	Nil
Any other relevant information	View File

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

Students from various socio-economic backgrounds are admitted through centralized admission process. 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 very beginning of each course, the respective 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 are always available in college and ready to clear the doubts and counsel the students even on a one to one basis. Advanced learners are encouraged to become class mentors. Dairy group system is best for mentoring the students. One period in every week is specially reserved for mentoring in dairy group. Mentors also mentoring the mentees for carrier counselling, professional qualities, finance

management for education etc.

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

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

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

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

"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."is the mission statement of our college, 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.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.

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)

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	[View File](#)

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning | **Six/Seven of the above**

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

All of the above

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

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

Three of the above

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	[View File](#)

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	[View File](#)
Any other relevant information	[View File](#)

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

All of the above

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	View File

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	**Three 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	View File

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

In order to give the real experience of the field, different types of schools are selected for internship. This course focuses on student teacher's engagement with the field. The aim is to develop in the student's perspectives about education, professional capacities, teacher sensibilities and skills. 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 andHead of the department conveys it to the students. A code of conduct of internship schools is explained to the student teachers through orientation lecture. Every year we conduct orientation of the students about the teaching, learning and evaluation process conduction throughout the internship. All the practicals and activities to be conducted in internship are oriented and discussed with the students in this session. 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	View File

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

2.4.9.1 - Number of final year students during the academic year

90

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

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	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	View File
Wherever the documents are in regional language, provide English translated version	View File
Any other relevant information	View File

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

Institution adopts monitoring mechanisms during internship programme. The student teachers discuss their lessons with their mentor teacher as well as method master. the lesson was observed by the school teachers. The college has developed its own evaluation scheme for each activity conducted in the internship programme. The student teachers made their report of internship submissions along with evaluation schemes. All students observe as well as organize different co-curricular activities in their schools under the guiadance of school teacher, supervisor and principal. 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	View File

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal	**Three of the above**

B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

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

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

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

2.5 - Teacher Profile and Quality

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

12

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

06

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

213

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

213

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

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 programmer, different types of lessons, ICT practical, Co-curricular activities, health & yoga practical etc. The weightage 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 Reflecting on 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	View File

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

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

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

The University conducts the examinations at the end of the 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 grievances 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	View File

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.

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

2.7 - Student Performance and Learning Outcomes

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

In order to achieve the PLOs and 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 CLOs at thecollege 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 programme outcomes and Programme Specific outcomes are assessed with the help of course outcomes of the relevant programme through direct evaluation process.

For program learning outcomes (PLO's) -

For first year as well as second year the faculty records the performance of each student on each programme.Minimum attendance of student teachers shall be 80% for all course work and practical work. 90% attendance is required for school internship. The Minimum pass marks are 50% in each paper, Practical, and School Internship in each semester, Pass marks will be 50% in Aggregate. Students under university examination are evaluated for 80 marks for each course and 20 marks as internal assessment for respective course.

In education programme students completes internship programme in first year as well as second year.

For course learning outcomes (CLO's)

Our institution conducts an internal assessments for each course. By these internal assessments they are 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 course learning outcomes (CLO's)

Professional attributes - teaching skills, communication skills, evaluation skills, administrative skills.

Personal attributes - leadership, adaptability, confidence, problem solving, optimism, creativity.

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

64

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<u>View File</u>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<u>View File</u>
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.

Every year our institution has implemented different arrangements to assess student learning needs. At the time of admission, the principal and admission incharge interacts with parents and students to assess their needs and aspirations. The institution organizes an orientation program for students at the beginning of the new batch for each year. All new students are familiarized with the course, internal assessment methods, and extra curricular activities, rules and regulations.

Regarding the details of practice teaching in schools, All student teachers 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. Program outcome are available on the website to make faculties and students aware about it.

File Description	Documents
Documentary evidence in respect to claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

survey is displayed on website

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

00

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

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

00

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work

Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

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

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

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

07

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

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

00

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

3.3 - Outreach Activities

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

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

04

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

172

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

172

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

172

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

The institute had conducted a variety of outreach community programs in the year- 2022-2023.

1.social service and awareness program in kripa foundation counseling center -12.11.2022

The students visited the Alcohol Rehabilitation Center They Discussed Clients problems and consoled them. Students got sensitization about career and school counseling, problems at present, techniques of problem solving and current streams of counseling.

2.Awareness Rally on social issues was conducted on occasion of shivjayanti (19.2.2023)

Student teachers presented slogans based on social issues (equality, environmental awareness) and other values enthusiastically.

3.Service to blind school (koregaon park) - 5.4.2023

A cleanliness campaign was conducted in blind school premises.

Students visited the school, hostel computer lab, music room. Students communicated with Blind students and understood used techniques like Braille script screen readers, sensory touch and got deep sensitization of social issues of special students.

4.Internship outreach program -

Students had conducted an awareness program based on marathi language on marathi day and various programs, games and innovative activities had been implemented in schools related to scientific temper on science day.

These experiences will be useful to students in future.

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

00

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

02

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

02

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

00

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	[View File](#)
Any other relevant information	**No File Uploaded**

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

As per the mission statement of the institution 'to train the future teacher (social engineer) with essential skill 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', the objectives of the institution is to enable the student teachers to use skills of information technology in various walks of life, to uplift the masses with the help of education, to provide opportunities for development of 21st century skills, the

institution has provide adequate facilities for teaching learning for the various programs offered.

The list of physical facilities available in the institution is attached.

As per the NCTE guidelines the institution has all the necessary classrooms and infrastructure setup.

Plastic free, eco friendly campus is one of the remarkable features of the institution.

The facility of safe drinking water as well as water cooler is also available in the institution. The institution has fire extinguishers also which are installed at the different parts of the institutions like office, library etc.

The infrastructure of the institution is made available for the quest of excellence, contributing to National development, etc.

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

03

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/infrastru
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.

A library is the soul of an educational institution. Library is one of the most important departments that provides sound, pure, reliable study material to the students - teachers to make them citizens of a healthy democracy, to inculcate interest in social service, awareness of social problems and good health.

The institution has been partially automated. The institution has a qualified librarian. There is also an attendant for the library of the institution.

The advisory committee of library is attached.

The library of the institution is computerized. 'AUTOLIB' library software is purchased by the institution for the library.

List of new arrivals are displayed on the library notice board as well as some new publications displayed on the shelf. The weekly, monthly magazines, periodicals are also displayed on the shelf. Daily newspapers are also provided to all human resources from the library department & the seating arrangement for reading is made outside the library and nearby study room also.

The free Book Bank facility is one of the good initiative of the institution.

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

The 21st century is known as the information technology era. Therefore most of the work of different fields is seen automated but the printed material is a very important document today also. Library of the institution is computerized. An Internet facility is also available in the library but remote access is not yet provided. The institution plans to provide this facility in the near future.

The institution has subscribed two online journals from Sage Publications for the library.

Sr.No.

Name of the e-journal

Address of the publication

1.

Education for sustainable development

Sage publication India PVT. LTD., New Delhi

2.

Psychology and developing societies

1. Chief editor Kartikeya V. Sarabhai / Prithi Nambiar.
2. Chief editor R. O. Tripathi / Namita Pande.

Currently access to these journals is provided to all human resources of the institution.

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

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

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
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)

9864

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	View File

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

60

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	**One of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Any other relevant information	[View File](#)

4.3 - ICT Infrastructure

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

As per the mission statement & objectives of the institution to empower the student teachers to face the challenges of New Era and to enable the student teachers to use skills of information technology in various walks of life as well as to provide opportunities for development of 21st century skills and value framework - promoting the use of technology, the list of ICT facilities are available in the institution is attached. .

The Institution updates its ICT facilities including Wi-Fi as per the requirement of the institution.

The curriculum of B.Ed. (General) course affiliated to Savitribai Phule Pune University is based on ICT. Student teachers are motivated to use ICT under the guidance of concerned teacher educators.

The computer lab shares with other sister institutes in the same premise for the optimum use of it.

Teaching staff as well as student teachers use educational technology such as Over Head Projector, slide projectors, CD's, K-yan, K - class for the presentation.

Student - teachers participated in different competitions. for the preparation of it, they use ICT like powerpoint presentation, poster presentation, debate, essay writing, allocation etc. For the preparation of cultural activities they use the ICT as a reference under the guidance of teachers.

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

4.3.2 - Student – Computer ratio during the academic year

1:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	A. ?1GBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

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)

Nil

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

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

The building of the institution was built in 1971. The building maintenance is looked after by the society of the institution i.e. Shri Shivaji Maratha society, Pune. Therefore has to spend the amount only for paying rent on annual basis charge the expenditure of building maintenance is same throughout.(The rent of the building of the Institution is paid to our mother institute Shri Shivaji Maratha society, Pune. So the care of maintenance is taken by the mother institute. Some of the physical facilities are shared by the sister institutes)

As per the mission statement and objectives of the institution, the maintenance and utilization of physical, academic and support facilities makes some cells/committees which take the decisions about concerned departments which are actively run with holding the meetings time to time and decisions are taken regarding the healthy functioning of the institution under guidance of respected principal of the institution.

The procedure of the maintenance & utilization of the institution is very transparent. The institution is run under the Shivaji Maharaj society. Institutions put the requirement in front of society. After giving the permission, the institution invites quotations, price and quality checks by the institution and society then after the work is given to the concerned person or company.

File Description	Documents
Appropriate link(s) on the institutional website	**Nil**
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate 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	[View File](#)
Institutional guidelines for students' grievance redressal	[View File](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View File](#)
Samples of grievance submitted offline	[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)

Four 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	View File

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
28	89

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

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

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

03

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	View File
Any other relevant information	No File Uploaded

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

24

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

5.3 - Student Participation and Activities

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

The Student Council at Adhyapak Mahavidyalaya, Aranyeshwar College, plays a central role in the institution's operations, serving as a vital link between students and the college administration.

Key functions include planning, organizing, and executing various college activities, from academic initiatives to cultural and sports events. They actively support educators in implementing both curricular and co-curricular activities, including annual gatherings, field trips, and day celebrations.

Within the Student Council, specific positions are established, each with defined responsibilities, such as University representatives, class representatives, library committee members, sports coordinators, cultural activity heads, and a girls' representative.

The Student Council significantly influences institutional decision-making. Members represent the student body in meetings with the college society, conveying student needs, grievances, and suggestions.

Participation in the Student Council fosters valuable skills like teamwork, collaboration, and leadership, helping students develop practical, real-world abilities while contributing to the institution's growth.

The Student Council's engagement is year-round, encompassing cultural celebrations, social gatherings, sports events, and observances like Marathi Day and Shivajayanti. Their continuous involvement maintains a seamless flow of information and decisions between college authorities and students, enhancing the institution's vibrant and dynamic environment and preparing students for success in academia and their future careers.

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

25

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 Alumni Association of Shivaji Maratha Society's Adhyapak Mahavidyalaya has played a pivotal role in the growth and development of the institution since its establishment in 2011. Governed by a well-defined framework and led by distinguished individuals like Dr. Shrimant Kokate, Dr. Vijay Dhamne, and Dr. Sandip Nikam, the association ensures effective leadership and coordination.

The association's objectives are diverse, emphasizing academic and holistic growth. It motivates new students, instilling confidence and offering guidance through interactions and meetings. It facilitates interactions between alumni and current students, providing mentorship and resources to enrich the educational environment. Modernizing facilities and supporting placement and internship opportunities are also part of their pursuits. Extension activities bridge theoretical and practical learning, while financial assistance contributes to infrastructure and program enhancements.

In conclusion, the Alumni Association is a cornerstone of institutional excellence, demonstrating the transformative power of alumni engagement in higher education. Their dedication fosters a strong bond between past and present students, propelling the college towards continued growth and holistic development. This collaboration between alumni is a testament to the enduring impact of their involvement.

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	**Five/Six 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	View File
Any other relevant information.	**No File Uploaded**

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

01

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

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

through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Top of Form

The Alumni Association of Adhyapak Mahavidyalaya provides invaluable support to the institution through several key mechanisms. First, alumni share their success stories, highlighting the college's role in their development, motivating current students, and fostering a sense of belonging. Second, they encourage higher studies, offering academic and career advice to nurture students' aspirations.

The association actively motivates and nurtures special talents by involving students in institute activities, fostering a supportive environment. They also create opportunities for social, educational, and professional growth through activities like lectures, mentoring, internships, and recruitment, benefiting both alumni and current students.

Moreover, the alumni association plays a vital role in supporting placement activities, aiding students in securing suitable positions after graduation. Additionally, alumni engage in fundraising for the institution's development and participate in charitable events, raising awareness about the institution's contributions to technology and societal progress.

By involving more students in institutional activities, the Alumni Association strengthens the bond between current students and alumni, creating a network that benefits both parties and enhances the institution's growth and development.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

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 technology various 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 21st century skills.
6. To make students aware about the importance of good health.

This is being translated through effective governance :-

The governance at the college is facilitated by the College Development Committee, which includes members from various stakeholders, including the Patron Institute, Principal, faculty, non-teaching staff, and student council representatives. The Principal presents college activity reports for review, discussion, and valuable input. Further academic and administrative management is handled by the IQAC and various committees. This structured approach ensures efficient operations and accountability within the institution's governance framework.

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

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

In the college's administrative structure, a well-defined chain of authority extends from the highest governing body to the lower levels, with each level having specific roles and responsibilities.

· At the apex, the Governing Body of the college maintains an open dialogue with teaching and non-teaching staff, fostering collaboration to enhance the institution's effectiveness and efficiency. Meetings are held biannually, or as needed, during which the principal presents reports on college activities. The Governing Body reviews, discusses, and offers valuable insights, issuing guidance and directives through its Executive Council and Working Committee meetings.

· Beneath this, the College Development Committee and IQAC play pivotal roles in distributing academic responsibilities among staff members according to workload norms. Committees are formed at the start of each academic year to manage academic, co-curricular, and extra-curricular activities. Department Heads oversee departmental functions.

· In the realm of office administration, a Senior Clerk leads the team, with Junior Clerks, Junior Assistants, and Class IV Staff. Office tasks are allocated among these personnel, who also serve on various committees and support programs financially.

Regular meetings with the teaching and non-teaching staff allow for participative decision-making, ensuring broad involvement.

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	[View File](#)

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

- **Financial and Administrative Transparency:**

1. Internal Audits: The institution conducts internal audits annually, appointing K.B. Salunke & Co. as the internal auditor, fulfilling the statutory audit requirements.
2. External Audits: State-appointed external auditors perform audits, and the institution diligently addresses audit objections to ensure compliance. Compliance reports are then submitted to the Parent Institute and the Joint Director of Higher Education, Pune.
3. Annual Meetings: The institution holds annual meetings involving principals and members to deliberate on administrative and financial matters, including the approval of financial management and administration bills.
4. Transparency in Reporting: To uphold financial and administrative transparency, the institution uploads financial and administrative details on government websites like MIS and AISHE each year. This information is also accessible on the college website.

- **Academic Transparency:**

1. Supportive Environment: The institution fosters a nurturing and congenial atmosphere, considering individual abilities, interests, and potentials while ensuring that nobody is overburdened.

2. Open Evaluation System: The college implements an open evaluation system for internal work assessment. At the start of each academic year, marking schemes for all course-related activities are established. Students are informed of these schemes in advance, and marking schemes with qualitative remarks are attached to submissions.

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

6.2 - Strategy Development and Deployment

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

The College Development Committee and Parent Institution are committed to enhance academic quality and infrastructure through structured, short- and long-term plans. The Institutional Quality Assurance Cell (IQAC) is pivotal in shaping the institution's future, developing a perspective plan in College Development Committee (CDC) meetings that guides annual actions.

On February 8, 2023, a collaborative effort between Savitribai Phule University and Shri Shivaji Maratha Society Pune's Adhyapak Mahavidyalaya led to a Knowledge Extension Program on the 'Constitution of India,' featuring expert guides Dr. Shrimant Kokate and Shri. Swapnil Dhende. Dr. Kokate highlighted the Constitution's role in unifying India and fundamental rights, while Prof. Swapnil Dhende emphasized its significance in preserving diversity.

On February 9, 2023, another program focused on "Health and Diet" with expert guides Dr. Omkar Markad and Dr. Harshvardhan Wagaj. Dr. Markad discussed Ayurveda's dietary rules, and Dr. Wagaj emphasized precision in nutrient intake, quality sleep, and balanced diet. Principal Dr. Bapusaheb Chaugule presided, and Dr. Vilas Ransure highlighted health's importance. Both programs engaged teaching and non-teaching staff. The college's teaching and non-teaching staff actively participated, reflecting the institution's commitment to holistic development.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.collegeofeducationpune9.org/pdf/STRATEGIC%20DEVELOPMENT%20PLAN.2.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Our institution functions under the aegis of 'Shri Shivaji Maratha Society, Pune-2,' and its governing framework is composed of key decision-making bodies. The Governing Council plays a pivotal role in formulating policies and overseeing the college's operations. It carefully considers academic policies in alignment with national higher education guidelines, prioritizing local needs and feedback from various stakeholders, including alumni, students, parents, and faculty. These inputs are thoroughly discussed and analyzed by the Governing Council, Principal, Institutional Quality Assurance Cell (IQAC), and College Development Committee (CDC).

The planning and infrastructural development responsibilities are entrusted to the College Development Council and the Head of the institution, in collaboration with the Governing Council. Proposed plans undergo detailed deliberations within respective cells and committees, ensuring comprehensive assessments of financial implications and potential challenges before finalization. The Principal, IQAC, Heads of Departments, committee and cell leaders, along with dedicated office staff, work in tandem to ensure the institution's smooth functioning.

This multi-tiered governance structure emphasizes collective decision-making, strategic planning, and effective execution to uphold the institution's commitment to delivering quality education while adapting to evolving academic and infrastructural needs.

File Description	Documents
Link to organogram on the institutional website	http://www.collegeofeducationpune9.org/pdf/Organogram.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

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

The foundation of a college's governance rests upon statutory bodies, which is typically led by the President of the Parent body,the Principal, IQAC, teaching and administrative staff, and community experts.

This year an online lecture series was conducted in our college by the Internal Quality Assurance Cell (IQAC) from May 23, 2023, to May 26, 2023. The central theme of this series revolved around the National Educational Policy (NEP) of 2020. This lecture series spanned from May 23, 2023, to May 26, 2023. The series commenced on May 23, 2023, with a lecture delivered by Dr. Anita Belapurkar from 11:00 AM to 12:00 PM.

On May 24, 2023, Mr. Ajay Funde shared his insights on innovative pedagogies in line with the NEP 2020. The third day of the series, May 25, 2023, featured Dr. Asha Thoke discussing the NEP and values education. The series concluded on May 26, 2023, with a lecture by Dr. Deepak Chavan, who shared his perspectives on the NEP and its implications for pre-primary education. As a result, this four-day lecture series provided valuable insights into the NEP and its practical implementation in the field of education.

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

Non-Monetary Welfare Measures:

1. Leave Sanction for Personal Work and Attendance: The institution values work-life balance and readily grants leave to staff for personal matters, ensuring flexibility in their schedules.
2. Professional Development Opportunities: The college invests in staff growth through refresher courses, orientation programs, and seminars.
3. Promotion of Research and Publications: Faculty members are encouraged to engage in research and publish their work to enhance their academic growth.
4. Free Wi-Fi Facility: The provision of free Wi-Fi fosters a technologically enabled environment, facilitating research, teaching, and administrative tasks.
5. Dedicated Workspaces and Library Facilities: Faculty and staff are provided with private cabins and workspaces, and library spaces.
6. Separate Parking Facilities: Designated parking areas for teaching and non-teaching staff contribute to an organized

   campus.
   7. CCTV Surveillance: Surveillance enhances campus security, well-being of staff and students.
   8. Water Filter Unit & Hygienic Washrooms for Health: Providing clean drinking water & Separate, clean washrooms promotes a healthier campus..

Monetary Welfare Measures:

   1. Provident Fund (PF) Facility: The college offers PF to ensure long-term savings and financial stability for staff.
   2. 'Patpedhi System' for Financial Support: This system provides loans and financial assistance during times of need.

Top of Form

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

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

00

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

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

01

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

01

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.

Institute has designed a multifaceted performance appraisal system guided by UGC and Joint Director of Maharashtra guidelines.

- **Reporting Mechanism:** Faculty members submit performance-based appraisal reports, forming the core of the system. IQAC oversees the process, collecting and presenting reports to the principal.
- **Holistic Involvement:** Various stakeholders participate in the appraisal process. Faculty, HODs, Librarian, and Cell-Incharges contribute by submitting Annual Proformas.
- **CAS Advancement:** Faculty seeking CAS progression submit PBAS forms to a dedicated committee. The CAS Committee evaluates and validates these forms, ensuring transparency in promotion.
- **Confidential Evaluation:** Confidential Reports submitted by all staff provide a comprehensive assessment of individual performance.
- **Daily Diary Practice:** Daily diaries maintained by staff members foster accountability, self-assessment, and continuous improvement. Weekly submissions to the Principal create a consistent reflection and enhancement mechanism.
- **IQAC's Vigilance:** IQAC ensures regular reviews of administrative and academic progress. Scrutiny extends to departmental and office performance.
- **Feedback for Growth:** After evaluation, feedback is communicated to departments for addressing identified shortcomings, encouraging constant refinement.

Thus, institute's performance appraisal system is a well-structured framework adhering to UGC and Joint Director guidelines.

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

6.4 - Financial Management and Resource Mobilization

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

The institute has implemented a well-structured and comprehensive approach to internal and external financial audits, as well as the resolution of audit objections. This meticulous process ensures financial integrity and accountability while contributing to efficient financial planning and budgeting.

The institute's audit mechanism follows a structured process with the following key components:

- Internal Audit: K.B. Salunke & Co, the internal auditor, conducts the statutory audit, correcting errors and supporting accurate record-keeping.
- External Audit: Appointed by the state government, the external auditor ensures transparency and adherence to financial regulations.
- Objection Resolution: Both internal and external audit objections are addressed within a mandated 15-day timeframe, underlining the institute's commitment to swift action.
- Compliance Report: A comprehensive compliance report is generated after addressing objections, undergoes internal and external reviews for validation. The institute's dedication to financial integrity is evident in its meticulous audit process. These audits not only ensure compliance but also actively contribute to the institute's financial planning and budgeting efforts. By promoting efficiency, transparency, and accountability, the institute continually enhances its financial practices for the benefit of its stakeholders.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	[View File](#)
List of audit objections and their compliance with seal and signature of the Principal	**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)

00

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

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

Response:

In the realm of educational institution, the strategies employed for the mobilization of funds and the meticulous allocation of resources involves a multi-dimensional manner as follows :

1. **Salary Grant Disbursement:**
   1. **The college's financial backbone is the salary grant from the Maharashtra state government, crucial for employee payments.**
   2. **Key steps include grant acquisition, seeking permission from the Shri Shivaji Maratha Society, and swift salary disbursement upon approval.**
2. **Donations and Scholarships Distribution:**

1. Donations and scholarships diversify funding.
2. Precise record-keeping ensures transparency and aids financial planning.
3. Donations intended for annual prizes are directed to student teachers, fostering academic excellence and fund utilization commitment.
4. Scholarships are disbursed through checks, emphasizing accountability and support for deserving recipients

3. External Grants :
   ○
4. No Additional Funds Received:

The college confirms that no other funds have been received during the academic year.

Thus, the institution's strategies underscore not only the mobilization of funds but also their effective utilization. The commitment to responsible financial management resonates through its actions, epitomizing the institution's dedication to its workforce, students, and overall sustainability.

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

6.5 - Internal Quality Assurance System

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

In our college, a commitment to quality education is demonstrated through the establishment of the Internal Evaluation and Moderation Committee and the Internal Quality Assurance Cell (IQAC), which collaboratively contribute to institutional excellence.

1. Establishment of Quality Assurance Committees:
   ○ The college established the Internal Evaluation and Moderation Committee and IQAC in 2003.
   ○ The IQAC focuses on enhancing academic standards, while the College Development Committee (CDC) handles

financial and administrative aspects.

2. **Diverse Activities and Practical Approaches:**

- The IQAC plans a variety of course-specific activities and practicals, offering

students the flexibility to select 2-3 practicals per course within the Choice

Based Credit System.

- These activities encompass seminars, group discussions, presentations, MCQ

-

1. **Structured Evaluation and Technological Integration:**
   - Transparent evaluation schemes guide educators and students.
   - Technology is integrated into teaching and learning, supported by question banks for student preparation.
2. **Continual Societal Engagement:**
   - The IQAC maintains a commitment to societal engagement through various initiatives to raise social awareness among students for the community's betterment and social welfare.

The college's dedication to quality education remains unwavering, even in the face of evolving educational landscapes.

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

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

Adhyapak Mahavidyalaya, Aranyeshwar, follows a meticulous process for enhancing the Teaching-Learning Process in line with Savitribai

Phule Pune University's guidelines as follows :

1. Internal Evaluation Committee: The college has set up an Internal Evaluation and Moderation Committee in collaboration with the Internal Quality Assurance Cell (IQAC) to oversee and execute various activities and practicals throughout the academic year.
2. Activity Planning and Practical Implementation: The IQAC, working alongside the committee, designs diverse activities and practicals for each course. The Choice-Based Credit System (CBCS) allows students to choose from 2-3 practicals per course, including seminars, group discussions, presentations, MCQ tests, assignments, and tutorials, aligned with the curriculum.
3. Transparent Evaluation Scheme: The college maintains transparency by declaring evaluation schemes upfront, ensuring students understand the criteria for successful completion, fostering preparedness.
4. Question Bank Creation: To aid student preparation, the institution proactively creates a question bank, offering valuable insights into potential assessment questions.
5. External Audit by SPPU: Savitribai Phule Pune University conducts an external audit to evaluate the effectiveness of the institution's evaluation and moderation processes, ensuring alignment with university standard.

Thus, Adhyapak Mahavidyalaya, Aranyeshwar, has established a comprehensive and well-structured process to review the Teaching-Learning Process.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

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

05

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://www.collegeofeducationpune9.org/cells.html
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://www.collegeofeducationpune9.org/annual_report.html
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	View File

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

For First Cycle :

Adhyapak Mahavidyalaya, Aranyeshwar, Pune, has undertaken several measures to sustain and enhance the quality of education and overall development following the first cycle of Assessment and Accreditation (2003-2010). These measures encompass various aspects:

1. **Governance and Leadership Enhancement:** The institution focuses on non-teaching staff development and encourages innovative approaches. Decentralized administration increases staff responsibility and accountability.
2. **Student Engagement and Social Activities:** Prioritizing student engagement and social impact, the institution involves B.Ed. student teachers in projects benefiting senior citizens. Surveys in old age homes and nearby areas inform relevant initiatives.
3. **Collaborations and Linkages:** Collaborations with organizations like 'Manas Bharati' and 'Intervida' result in national-level conferences and practical experiences for student teachers.

For Second Cycle : (2012- Present)

Infrastructural Development:

1. Established smart classrooms for modern and interactive teaching.
2. Set up a well-equipped computer laboratory.
3. Invested in educational software like K-yan.
4. Upgraded the library with auto lib software for improved resource access.
5. Implemented biometric attendance tracking for staff.

Human Resource Development:

1. Forged collaborations with twelve education colleges and two NGOs through MoUs.
2. Implemented faculty and student exchange programs.
3. Conducted lectures by the college's principal and experienced faculty at other institutions.

4. Faculty and students achieved Ph.D. recognition and degrees.
5. Ongoing academic pursuits for faculty members, including pursuing Ph.D. and related qualifications.

These initiatives showcase the college's commitment to enhancing education quality, promoting research, and fostering collaborations for a holistic educational experience for students and faculty.

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.

Adhyapak Mahavidyalaya, Aranyeshwar, Pune-09 recognizes the critical need to reduce its carbon footprint and enhance energy efficiency. To achieve this, the institution has developed an energy policy document outlining a comprehensive strategy for sustainable energy management.

The college's energy-saving approach encompasses various aspects, starting with the replacement of incandescent bulbs with energy-efficient LED lighting, a simple yet impactful measure that reduces energy consumption. Natural light utilization is encouraged, and skylights are considered where possible to further minimize the need for artificial lighting.

Selecting energy-efficient appliances, like those with ENERGY STAR certification, is essential to curtail energy use. Regular maintenance of electrical equipment is prioritized for optimal efficiency

Moreover, the college promotes a culture of energy conservation among students and staff through awareness campaigns, energy-saving practices. Energy audits are conducted regularly to pinpoint areas of inefficiency and implement corrective actions. When planning new

constructions or renovations, green building design principles are embraced to maximize energy efficiency.

Through these measures, Adhyapak Mahavidyalaya Aranyeshwar is not only actively reducing its carbon footprint but also positioning itself to lower long-term electricity expenses. This commitment to sustainability and energy efficiency sets a commendable example for both the educational community and society as a whole.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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

Adhyapak Mahavidyalaya Aranyeshwar, Pune 09 is committed to environmental sustainability and has implemented a comprehensive waste management policy, which can be summarized as follows:

1. Waste Segregation: The college emphasizes source segregation, sorting waste into recyclables, organic waste, and non-recyclables with dedicated bins for each.

2. Recycling: The institution promotes recycling, collecting materials like paper, plastics, and glass separately for recycling.

3. Hazardous Waste Handling: Adhayapak Mahavidyalaya ensures safe disposal of hazardous materials in compliance with relevant regulations.

4. Waste Reduction and Awareness: The college fosters a culture of waste reduction through awareness campaigns, reducing single-use plastics, and promoting responsible consumption.

5. Collaboration with Local Authorities: The institution collaborates with local waste management authorities to follow local disposal regulations and guidelines.

6. Green Initiatives in Infrastructure: When constructing or renovating buildings, green principles, including efficient waste collection and recycling facilities, are integrated.

In summary, Adhyapak Mahavidyalaya Aranyeshwar Pune 09's waste management policy is a proactive approach to waste reduction, recycling, and responsible disposal, aligning with its commitment to environmental sustainability, and serving as a positive example to the educational community and society as a whole.

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

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

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

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

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
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

Adhyapak Mahavidyalaya Aranyeshwar Pune,09, is a distinguished institution with a strong focus on cleanliness, sanitation, green initiatives, and a pollution-free environment. The institution maintains clean classrooms, corridors, and common areas, ensuring a hygienic atmosphere through regular cleaning schedules and waste management protocols. Adequate restroom facilities are available and regularly sanitized, while the institution promotes personal hygiene among students and staff.

A commitment to green cover preservation is evident through tree plantation drives, contributing to a healthier and more beautiful campus. Adhyapak Mahavidyalaya Aranyeshwar also emphasizes a pollution-free environment, adhering to environmental regulations and promoting eco-friendly transportation options. The institution goes further by supporting health initiatives, offering yoga sessions and awareness programs to ensure the well-being of its students and staff.

In summary, Adhyapak Mahavidyalaya Aranyeshwar, Pune 09, is commendable for its dedication to cleanliness, sanitation, greenery, and a pollution-free setting. These efforts create an ideal backdrop for quality education and the well-being of all associated with the institution, making it a notable institution in these aspects.

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

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

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

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

0.1145

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
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

Adhyapak Mahavidyalay Aranyeshwar, Pune 09, actively utilizes its local environment, community knowledge, and available resources to address pressing challenges. The institute conducts workshops promoting Cracker-free Diwali celebrations, fostering environmental consciousness. They also initiate a water literacy program to educate the community on responsible water usage.

Furthermore, the institute demonstrates its commitment to sustainability by maintaining a plastic-free campus and organizing lectures on waste management. These efforts contribute to the reduction of plastic waste and improved waste handling practices.

Adhyapak Mahavidyalay also offers a special subject on sustainable

development, empowering students with knowledge and skills to tackle ecological and social issues. Through these initiatives, the institute plays a pivotal role in raising awareness and fostering a sense of responsibility towards environmental and community well-being in the local area.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic 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	A. All 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	[View File](#)
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	[View File](#)
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

The institute aimed to promote environmental awareness by celebrating a "Crackers-Free Diwali Festival" The primary objectives were:

1. Promote environmental awareness and reduce the carbon footprint.

2. Ensure the safety and well-being of students, faculty, and staff.

3. Set an example for the local community by practicing eco-friendly festivities.

The practice of "Crackers-Free Diwali Festival":

1. Educational Lectures: Mr. Yogesh Patil delivered a lecture on the environmental consequences of firecrackers, emphasizing air and noise pollution and their impact on public health.

2. Video Clips: Visual content was used to engage the audience, depicting the environmental damage caused by fireworks and providing suggestions for celebrating an eco-friendly Diwali.

3. Engagement and Awareness: The campaign encouraged discussions, questions, and a deeper understanding of the issues surrounding firecracker usage.

The institute implemented a Water Literacy Program with following objectives

1. Raise awareness about the importance of water conservation and sustainable management.

2. Educate students about the value of water as a precious resource.

3. Instill responsible water usage practices and promote a culture of water literacy.

The Water Literacy Program was implemented through the following key strategies:

1. Curriculum Integration: Water literacy was incorporated into the

college curriculum to provide formal education on the subject to all students.

2. Interactive Workshops: The college organized Lecture featuring experts in water conservation to actively engage students and community members.

3. Awareness Campaigns: social media, encouraging responsible water use and sharing water-saving tips.

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

Adhyapak Mahavidyalaya Aranyeshwar pune 09 "Development of Constitutional Values based on Bhagavad Gita" program aims to inculcate constitutional values, bridge cultural and philosophical understanding, and empower students. Through interactive methods such as dramatizations, group discussions, seminars, and workshops led by experts, students will gain a deep appreciation for justice, liberty, equality, and fraternity while connecting ancient wisdom to contemporary challenges. The program encourages students to embody these values and engage in interviews and panel discussions with scholars and practitioners. This holistic initiative equips future teachers with the knowledge and ethics needed to contribute to strong democracies and the upliftment of marginalized communities, aligning with the institute's mission as social engineers.

The program will include lecture and workshops conducted by experts like Dr. Dattatreya Tapkir, Dr. Mahesh Kotmane, Dr. Vijaykumar Bhawari, Dr. Chandrahas Sonpethkar, and Dr. Neelima Sapre. These sessions will provide in-depth knowledge and insights into the constitutional values and their application in the real world.

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