



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

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

• Location	Urban				
• Financial Status	Grants-in aid				
• Name of the Affiliating University	Savitribai Phule Pune University, Pune				
• Name of the IQAC Co-ordinator/Director	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	http://collegeofeducationpune9.org				
• Web-link of the AQAR: (Previous Academic Year)	http://www.collegeofeducationpune9.org/pdf/AQAR%202020-2021.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://www.collegeofeducationpune9.org/pdf/Annual-plan-2021-22.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/PMMMNTT 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		
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		2		
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 		View File		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?		No		
<ul style="list-style-type: none"> If yes, mention the amount 				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
<p>A health programme in practice teaching schools was organized. A value added course about ICT skill enhancement for student teachers was conducted in the college. A programme on woman empowerment for student teachers was organized in the college. A lecture of alumni was organized to orient the student teachers about TET exams. The workshop was conducted on innovative lessons.</p>				
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
Organizing health programme in practice teaching schools	A health programme in practice teaching schools was organized.
Conducting a value added course about ICT skill enhancement for student teachers.	A value added course about ICT skill enhancement for student teachers was conducted in the college
Organizing a programme on woman empowerment for student teachers in the college.	A programme on woman empowerment for student teachers was organized in the college.
Organizing a lecture of alumni to orient the student teachers about TET exams.	A lecture of alumni was organized to orient the student teachers about TET exams
Promoting use of ICT during practice teaching and internship programme.	A workshop was conducted to promote the use of ICT during practice teaching and internship programme
Conducting workshop for students on developing learning resources.	Student teachers prepared various learning resources related to their subjects.
Conducting workshop for students on different models of teaching, technology based teaching and team teaching.	A workshop was conducted for students on different models of teaching, technology based teaching and team teaching.
Preparing e-study material bank	Teachers prepared e-study material bank
Preparing and conducting innovative lessons	The workshop was conducted on innovative lessons.
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> 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	28/02/2022

15. Multidisciplinary / interdisciplinary

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

16. Academic bank of credits (ABC):

ABC is not been implemented in SPPU as yet.

17. Skill development:

We conduct different courses that help to develop various skills among student teachers. We have a course in each year of B. Ed. course that focus on teaching skill development. We also conduct valueadded courses designed by the institute such as ICT skill enhancement program. We conduct different workshops where they learn to prepare study material. Student teachers organizes different programmes in college which help to develop the leadership skill among them.

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

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

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

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

20.Distance education/online education:

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

Extended Profile

1.Student

2.1	99
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	100
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	40
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	96
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	No File Uploaded
2.5 Number of graduating students during the year	96
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):	6,73,521
4.2 Total number of computers on campus for academic purposes	50
3. Teacher	
5.1 Number of full-time teachers during the year:	10
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	12
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	

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

At the beginning of the academic year teacher educators teach the same course meet and discuss the modifications needed for the course syllabus. The primary curriculum as prescribed by the university is followed but the additional content/ as per new trends is discussed for some courses of B.Ed. syllabus. The course-related practical work is discussed and modifications are made to them. We have to follow the basic framework as prescribed by the SAVitribai Phule Pune University. Teacher educators study the recent trends and then they decide on the outline of these topics and transact them during the academic year. During regular interactions with the teaching staff, problems faced(if any) are discussed and sorted.

In course 111 A- Critical Understanding of ICT, We are been teaching our student teachers to make Brochures using MS Word templates but now with new technology tools in hand, we teach them to make use of CANVA to make a brochure. They are trained to use PowerPoint presentations for classroom interactions but now we train them to use CANVA for making their presentations.

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

B. Any 5 of the above

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

B. Any 3 of the Above

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

1.2 - Academic Flexibility

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

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

16

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	Nil

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	View File

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

42

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

42

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
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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 two-year B.Ed. program of teacher education has different courses which provide the theoretical background of Education to student teachers. The first-year curriculum has the courses like 1. Childhood and Growing Up 2.Contemporary Indian Education, Gender and Society 3. Learning and Teaching 4.Assessment and Evaluation for Learning 5.Quality and Management of School Education 6.Knowledge and curriculum, Language across curriculum 7.School and Inclusive School. These courses provide a knowledge base of the education field to the student teachers.

The B.Ed course has a component on Teaching competency. The student teachers are trained to develop teaching skills through Microteaching, Integration, and Simulation Lessons. They are provided guidance for conducting lessons using innovative teaching methods. They guided models of teaching, Team teaching, etc. For strengthening teaching skills, our curriculum has practice lessons and an Internship program. Student teachers get sufficient exposure to the practice of teaching skills.

The B.Ed syllabus has training for student teachers on Information and Communication Technology. Theoretical and Practical Aspects of ICT are also imparted to them.

Different components like Cocurricular activities, Social services

activities, Health programs, etc are also included in the syllabus which helps the holistic development of student teachers.

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	No File Uploaded

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

Student teachers are given training for conducting their lessons by using traditional methods first. then they are given training for using different Technology tools like computer LCD projector smart board etc. this enables student teachers to make their practice stitching effective in different types of schools. student teachers are sent to rural areas as well as Urban and semi-urban areas for their practice teaching sessions and internship program. Care is taken that student teachers are sent to Marathi medium schools as well as English medium schools for their practice teaching and internship. students are also been sent for semi-English classes to conduct their practice lessons. student teachers are given training for conducting the lessons using smart boards and in schools that are equipped for e-learning. student teachers are also given guidance for conducting online sessions using different platforms Like Google Meet and Zoom.

They are introduced to different concepts like continuous comprehensive evaluation, portfolio evaluation, etc through the theory course that they learn on assessment and valuation. the course on advanced pedagogy and application of ICT trains them to understand the importance of ICT and also facilitates the development of ICT skills.

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

Perspective in Education, Pedagogical approaches, and engagement with the field are the three thrust areas of the B.Ed. curriculum. Each Course work has got a practical component that helps students to extend the knowledge that they receive in their theory papers to the actual field. for example, the course on School and inclusive school helps student teachers to understand the concept of inclusion. We make an effort to arrange visits to some schools which focus on inclusion. We ask student teachers to visit the schools and understand how they practice inclusive education in their schools. We have a course on Quality and management of the school. different topics like leadership, total quality management, and rules of teachers principles in school are taught in this particular course. the course-related practical work includes a visit to a school and understanding these different aspects that they learn in theory. The course on the application of ICT teaches them different topics like learning mobile learning computer assistant instructions etc. reviewing the mobile app, and developing e-content which helps them to practically use the concepts that they learn in theory. These courses have a blend of theory as well as related practical work. there are some courses that help student teachers to develop their language skills, confidence, awareness about art and Rama, and research skills which help them in the future when they work as a teacher in schools.

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	Three of the above
File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File
1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed and action taken
File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of students during the year	
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

32

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

32

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.

In our institution admissions are done with the centralized process. 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 readiness 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

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

Four/Three of the above

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

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	No File Uploaded
Any other relevant information	No File Uploaded

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

Three of the above

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

2.2.4 - Student-Mentor ratio for the academic year

1:8

2.2.4.1 - Number of mentors in the Institution

10

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

2.3 - Teaching- Learning Process

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

In teaching learning process the main aim is that learning should be effective and meaningful. Adhyapak Mahavidyalaya, Aranyeshwar always encourage student-centric learning through various methods such as brain storming, group discussions, quiz competitions, presentations and project work in participative learning and problem solving methodologies. 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

10

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://classroom.google.com/c/MTE2NDIyNjI5MjIw?cjc=52b5mt7
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

Four of the above

activities Field sports

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

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

In our college 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	No File Uploaded

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

One of the above

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

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

The mission statement of our college is "To train the future teacher/(social Engineer) with essential skills to shoulder the responsibilities for strengthening healthy democracy, Empower them to face the challenge of New era and work for the upliftment of the downtrodden." We try to achieve this through our teaching learning process. Some teacher educators use collaborative technique of teaching. In this strategy, different groups of students are formed.

Student teachers refer books, internet and prepare presentations. Some teacher educators use multiple Intelligence approach of teaching. Student teachers use different models of teaching for

effective learning thinking model, Role-play model where they get opportunity to develop innovativeness, empathy, intellectual and thinking skills. Our teacher educators do not merely focus on the content transaction but they insist to develop the leadership, motivation for learning, presentation skills, soft skills, initiative, inculcation of values, awareness of social issue, awareness of environment, and overall personality development. Under the course 209 i.e. Understanding of Self different activities are planned to develop soft skill. We have yoga session for students.

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)

All of the above

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

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

Six/Seven of the above

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

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

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

Three of the above

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

2.4.4 - Students are enabled to evolve the

Four of the above

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

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

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

All of the above

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

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

Three of the above

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

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	No File Uploaded
Any other relevant information	No File Uploaded

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

Four of the above

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

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

In order to give the real experience of the field, different types of schools are selected for internship. 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 and Head of the department conveys it to the students. A code of conduct of internship schools is explained to the student teachers. 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	No File Uploaded

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

2.4.9.1 - Number of final year students during the academic year

95

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

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

Seven/Eight 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	No File Uploaded
Any other relevant information	No File Uploaded

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

Institution adopts monitoring mechanisms during internship programme. 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 guidance of school teacher, supervisor and principal. The teacher educators score it as per the scheme and gives qualitative remarks, if necessary students are called and these remarks are discussed. All the lessons are observed by peers and peers also give feedback. The block teaching lessons are observed by school teachers also. The principal of school monitor the entire internship programme of student teachers.

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

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

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	No File Uploaded

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

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	No File Uploaded

2.5 - Teacher Profile and Quality

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

11

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

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

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

11

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

202

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

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

Teacher educators keep themselves professionally updated by attending various courses. Teacher educators who are eligible are sent for orientation / refresher programmes. They are sent for

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

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

2.6 - Evaluation Process

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

The assessment of B. Ed. course consists of continuous assessment and year end examination with 20% and 80% weightage respectively for theory courses of F.Y. and S.Y. B.Ed. Assessment consists of continuous assessment of complete weightage i.e. 100% for practical courses. For continuous assessment three activities are organized during the year for theory courses. Out of three activities, one activity is practical work, one another compulsory activity is written exam, student can select any one activity from the list prescribed in the syllabus such as tutorial, MCQ, seminar, presentations, group discussion etc. The practical courses consists of micro teaching, internship 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 programme, 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	No File Uploaded

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

Three of the above

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

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

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	No File Uploaded

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

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

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

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 the college level.

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

2.7.2 - Pass percentage of Students during the year

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

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

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

For PLO's

1.Internal Assessment

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

1.Presentation

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

For CLO's

1.Internal Assessment

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

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

2.7.4 - Performance of outgoing students in internal assessment

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

75

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

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

Regarding the details of practice teaching in schools, 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. Academic council frames the

curriculum which appropriately incorporates Program Outcomes for programs offered by the institution. While framing the syllabus the scope, methodology and outcomes are taken into consideration. Definite measurable program and course outcomes are set up. At the same time, suitable teaching methods and materials and other curricular activities. are planned.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

YES

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

Nil

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

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

NIL

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

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

<p>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</p>	<p>One of the above</p>
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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

14

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

02

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

15

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

192

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

192

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

192

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.

Our institute has approached with Shatayu Bhavan, Mukhtangan in Pune city. Shatayu Bhavan is an Old Age Home near our college. Student teacher has visited on 14.5.2022. Student teacher had done some household work like helping in cooking & enjoyed the meal. Then Student teacher cleaning the premises as well as rooms. Students personally help the senior citizens like giving them books, cleaning rooms, giving them medicines etc. In Afternoon Session introduction and cultural activity programme was conducted. Cultural activities made the atmosphere filled full of pleasure.

On 16.5.2022 Student teacher has visited to Taljai Tekdi for social

service.

Student teachers have done cleanliness of premises of Tekdi.

Student teachers got satisfaction through social service activities. They had got awareness of social values like co-operation and social commitment. These values are implicit guidelines that provide orientation to individual to conduct themselves properly within a social system.

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

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

01

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

3.4 - Collaboration and Linkages

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

Nil

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

NIL

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

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

NIL

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

One/Two of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institution has the following infrastructure.

#Class rooms - 4

#Method rooms - 2

#Science lab.

#Psychology lab.

#E.T. lab

#Music lab.

#Store room

#Gymkhana room

#Computer lab.

#Ladies & gents common room

#Staff rooms

#Office

#Principal's office

#Study room

#Library, etc.

Some infrastructure like multipurpose hall, computer laboratory and playground etc. are shared with other sister institutes in the same premise.

The library is computerized. The library has purchased library software and computers. An Internet facility is available in the

library. The book Bank facility is available in the college library. A set of books on curriculum is given to each student of the college at the beginning of the year. The college has a CD section of various educational books based on the secondary school curriculum. It also has audio and video cassettes.

Teacher educators guide student teachers to use OHP, slide projector, LCD projector, internet etc. while giving lessons.

The college building is made available for various examinations and elections also.

A computer laboratory with 50 terminals is made available for the use of staff and student teachers.

Classrooms are installed with LCD, screen and computer. There are separate staff rooms for ladies and gents.

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

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

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

04

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

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

.04150

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

4.2 - Library as a Learning Resource

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

The library has been partially automated. The institution has qualified librarians. There is an attendant at the library. The library is equipped with the following -.

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

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

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

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

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

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

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

One of the above

File Description	Documents
Data as per Data template	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)

.14934

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	No File Uploaded

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

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

25

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	https://drive.google.com/file/d/1lXXjzZ4ux9-Sf1Dl2DT_05sne42KQ_jk/view?usp=share link
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

One of the above

**obtained as and when teachers recommend
Documents are obtained as gifts to College**

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

4.3 - ICT Infrastructure

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

The following ICT facilities are available in the institution.

Office computers

4

Computer lab

50 terminals

Library

1

Staff

2

Laptops

10

LCD projectors

4

Printers

7

K-yan

2

K-class

1

Wi-Fi

Yes. BSNL (broadband100) mbps

The curriculum has a course on ICT. B.Ed 105 -Advanced Pedagogy and Application of ICT (theory) having weightage of 80+20 =100 marks i.e.4 credits.

B.Ed 109 -Teaching Competency II (a) Technology based teaching (practical). B.Ed 111(a) Critical understanding of ICT (practical having weightage of 1 credit. The curriculum also has elective methods in B.ED.106,107 & 205 which include ICT Education.

The institute promotes student - teachers to make use of ICT in all types of lessons like micro - teaching, integration lessons, simulation lessons, Technology based teaching,practice lessons. lesson to be taken during internship etc.

Teacher educators make use of ICT in curriculum transactions. They make use of powerpoint presentations, CDs.etc. internet in their day to day teaching.

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

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

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

4.3.2 - Student – Computer ratio during the academic year

1:1

File Description	Documents
Data as per data template	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	No File Uploaded
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
Any other relevant Information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	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)

3.68922

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

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

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

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

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

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

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

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

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Four of the above

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

5.1.2 - Available student support facilities in institution are Vehicle Parking Common

Seven/Eight of the above

**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**

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	No File Uploaded

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

Four of the above

insurance (Health/Accident)

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

5.2 - Student Progression

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

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

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).

6

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

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

15

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

Student council provides a representative structure through which students can discuss issues of concern and undertake initiatives to benefit the college and the community. It is important that students are given the opportunity to express their views on issues of concern to them in the college.

It is equally important that they are listened to and encouraged to take an active part in promoting the vision and mission of the college. Every year cultural committee conducts students' council elections for the smooth functioning of all events. The students' council is proactive in the college's functioning and contributes to students' welfare. The students' council takes the initiative from the planning to the execution stage of each program.

Student council motivates students to take part in programs conducted

in the college. During the pandemic, student councilmembers informed teachers about the problems faced by students dueto the unavailability of technological equipment. like the unavailability of an Android phone. Due to proper follow-up with students, issuesrelated to ICT-enabled teaching were solved.

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	No File Uploaded

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

9

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

5.4 - Alumni Engagement

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

The college has an Alumni Association registered under the Societies of Registration Act. 1860, the Registration No.512/2011 date- 19/03/2011. TheAlumni are truly strong supporters of the

institution. Maintaining good relationships with alumni over time is crucial to the success of higher educational institutions.

Alumni of the college organise a variety of programmes in the regular functioning of the institution. Alumni take active participation in organising curricular as well as co-curricular programmes. For curricular aspects, alumni held online meetings to orient the current batch regarding how to teach online. Considering current teachers' future - alumni organised a programme on innovative methods of teaching. Alumni also interacted with current students regarding new methods of teaching that can be used in schools. Alumni take guidance and counselling to the students about their future careers, placements and grievances. Alumni take a leading role in demonstrating micro as well as macro lessons in a few subjects. The current year students are benefited from all such activities organised by the alumni association in the form of sharing experiences by them. They encourage our students to carve excellence for integral development.

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

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

Three/Four of the above

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

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

1

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

An Alumni Association can serve as an effective support system for the institution and its students in several ways. It can help to motivate students by sharing success stories of alumni who have achieved great things after graduating from the institution. This can inspire current students to work harder and aim higher in their studies and future careers. Alumni association help students stay connected and it also helps in sharing some of the most precious memories. Every Year alumni also share information and experiences on what's app groups about placement as well as posts regarding admission procedures for further education. The college assigns the alumni lead positions in different program resources for the events. Talks and experiences shared by alumni act as a source of motivation for current batch students. Alumni contributions for institutional and academic development - Alumni invited as resource persons and

guest speakers Demonstrations of micro lessons as well as macro lessons. Active involvement of alumni in training for cultural events. Overall, an Alumni Association can play an important role in fostering a strong sense of community and pride among alumni and students, and in supporting the ongoing success of the institution.

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 a strong, healthy democracy, empower them to face challenges of new era and work for the upliftment of the downtrodden having following Missions:

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

This is being translated through effective governance.

1. The apex body of the college administration is the College Development Committee (CDC) comprising the Members of the Patron Institute, the Principal, Senior faculty, non-teaching faculty and nominees of the student council. CDC meets twice a year or as needed. The principal presents the reports of activities of the college before the body. The body reviews

the report discusses and gives valuable suggestions. 2. Academic Administration - The next level of college management is IQAC. The institute practices decentralization and participative management in frequent consultation with the College Development Committee and IQAC of the college.

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

There is chain of powers distributed from apex body till the lower end according to roles and responsibilities allotted. The apex body of the college, the Governing body is always open to discussion with the teaching and non-teaching staff which, in turn, encourages the involvement of the staff for the improvement of effectiveness and efficiency of the institutional process. The governing body meets twice a year or as needed. The principal presents the reports of activities of the college before the body. The management regularly undertake the review of working of the college in its Executive council meeting and working committee meeting. The Necessary guidance and directives are issued through these meetings. 1. The next level of the management is College Develop Committee and IQAC. At the beginning of academic year, various Committees are formed for the various academic, co-curricular and extra-curricular activities to be conducted in the course of the academic year. 2. The office administration of the College is headed by the Senior Clerk under whom there are Junior Clerk Junior Assistant and other Class IV Staff. The Principal of the College holds regular meetings with the teaching and non-teaching staff to discuss various issues before arriving at a final decision.

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 Administration transparency:-

1. The internal audits are carried out at the end of the financial year. An internal auditor, K.B. Salunke & Co, is appointed by the parent institute to execute the statutory audit. 2. An external auditor i.e., an auditor appointed by State executes the audit. The objections raised in the audit report are fulfilled & the compliance report is sent to Parent Institute and then Joint Director, Higher Education, Pune. 3. The institution conducts an annual meeting of the principal & Members to discuss all administrative & financial issues to pass the bill about financial management & administration. 4. To maintain Financial and Administration transparency institute uploads Financial & Administrative details on Government websites viz., MIS & AISHE each year & also displays it on the College website too.

Academic transparency:-

1. Our college uses an open evaluation system for the assessment of internal work. Marking Schemes are made at the beginning of the year for each activity related to each course. Students are made aware of these schemes before they start the work. Marking schemes are attached to the submissions along with qualitative remarks. 2. Along with Internal Assessment Committee, SPPU also assesses Academic Work assessment at the end of each academic year.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	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 believe in setting up a perspective plan for excellence in academic and infrastructural development. This is drawn in the form of long-term and short-term goals in different aspects of college functioning. These perspective plans are reflected in the annual action plans. The IQAC decides the perspective plan which is to be approved in the CDC meetings.

IQAC has a perspective plan regarding following

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

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

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://drive.google.com/file/d/18rJXo-s01_Tz0mvcRsDJ6UAbhyMflz0i/view?usp=share_link
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 'Shri Shivaji Maratha Society, Pune-2'. The Governing Council is the policy-making body. The overall supervision of the College comes under its purview. After discussion, it decides the academic policy keeping in view the

national policies in higher education, existing priorities, and local needs. Regular feedback was obtained from the alumni, students, parents, and faculty. These inputs are discussed and analyzed by the Governing Council, the Principal, IQAC, and CDC. The planning and infrastructural development are decided by the College Development Council and the Head of the Institution in consultation with the Governing Council. The plans proposed are discussed by the respective Cells and committees and then finalized. Financial implications and possible hurdles are thoroughly looked into and taken care of before finalizing any plan. The Principal, IQAC, Heads of Departments, committee/cell in-charges, and office staff work together for the smooth functioning of the institution.

File Description	Documents
Link to organogram on the institutional website	http://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	No File Uploaded
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the

meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The college has duly constituted STATUTORY BODIES headed by the President of the Parent body; representatives from the management, the Principal of the institution, members representing the teaching staff and admin staff along with experts from the community. The Alumni Association is one of the active bodies of the college. The college implemented career guidance lecture regarding TET and CTET exams in collaboration with The Alumni Association. Along with it, the college provided abovesaid guidance throughout the year to student teachers who were preparing for TET and CTET exams.

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

6.3 - Faculty Empowerment Strategies

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

Non-monetary welfare measures for Teaching and Non-teaching staff :

1. Leave is readily sanctioned to the staff for personal work, attending
2. Refresher Course/Orientation Program/seminars etc.
3. Faculty members are encouraged for research and publications for their career advancement.
4. Free Wi-Fi facility
5. Dedicated cabins/workspaces, separate reading and computer space in the library.
6. Separate parking for Teaching and Non -teaching Staff
7. The college has installed CCTV cameras in internal and external areas of campus for the security of the colleges which is maintained by the agency appointed by the college.
8. The institution has installed a Water Filter unit with a cooler for the good health of students, faculty and all stakeholder of the college.
9. Separate clean and hygienic washrooms for both Ladies' staff and Gents staff.

Monetary welfare measures for Teaching and Non-teaching staff :

1. Provident fund (PF) Facility
2. 'Patpedhi system' for loans and other financial support.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	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

0

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

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

0

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

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

4

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

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

1. Institute follows a performance appraisal system prescribed by UGC and the Joint Director of Maharashtra. Faculty have to submit reports of performance-based appraisal systems to IQAC. IQAC, then submits all those reports to the principal for further cross-checking and verification.
2. Apart from the above, Faculties, HODs, Librarian, and Cell-Incharge submits Annual Proformas to the IQAC.
3. For Career Advancement under CAS, concerned faculty submits all PBAS preforms which were submitted to the Principal at the end of every academic session, to the CAS Committee formed by the Joint Director of Maharashtra and Savitibai Phule Pune University.
4. After Verification and approval by the CAS Scrutiny Committee, copies of PBAS preforms are submitted to the Principal and Joint.
5. All Teaching and non-teaching staff has to submit Confidential Reports to the Principal.
6. The performance of Teachers is also assessed through Student

feedback, taken at the end of every academic session, and appropriate instructions given to staff by the Principal.

7. The IQAC reviews Administrative and Academic progress so as to review the performance of all the departments and office administration. After the evaluation of the report by the Principal and Management, it is communicated to the respective department for improving shortcomings.

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

6.4 - Financial Management and Resource Mobilization

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

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

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

File Description	Documents
Report of Auditors of during the year signed by the Principal.	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)

0

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.

1. The college receives a salary grant from the state government of Maharashtra. After receiving the grant from the state government, the Principal seeks permission from the Shri Shivaji Maratha Society for the disbursement of salaries. Immediately after permission from society, the salaries are credited to the bank accounts of the employee.
2. The donations towards annual prizes which were received from donors were distributed to the student teachers. The amount received towards scholarships is distributed to the student teachers by cheques.
3. The college has not received any grant from BCUD of SPPU or UGC

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

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

6.5 - Internal Quality Assurance System

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

Our college has an Internal evaluation and moderation committee. The IQAC along with this committee plans different activities and practicals to be conducted throughout the year for each course. The course has CBCS, therefore, we give a list of at least 2-3 practicals for each course, out of which, student teachers can select any one. Different activities are planned for different subjects. Seminars, Group discussions, presentations, poster presentations, MCQ tests, assignments, and tutorials are suggested by the syllabus. We conduct different activities for different subjects. Evaluation schemes are declared before they begin activities. We encourage students to use technology while conducting various kinds of lessons. This gives them a clear understanding of completing the activities successfully. We also make the question bank for students. The IQAC also organized society-related activities such as Visits to Old age homes. Through this, the college tried to create awareness among students about social problems.

This year AAA Committee appreciated the internal activities conducted during the entire year. The following are the notable activities :

1. Conducting a Value-added course about ICT skill enhancement for student teachers.
2. Organizing a lecture of alumni to orient the student teachers about TET exams.

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.

As per the guidelines of Savitribai Phule Pune University (SPPU), each teacher education program has an internal evaluation which is a continuous comprehensive evaluation. Our college has an internal evaluation and moderation committee. The IQAC along with this committee plans different activities and practicals to be conducted throughout the year for each course. The course has CBCS, therefore, we give a list of at least 2-3 practicals for each course, out of which, student teachers can select any one. Different activities are planned for different subjects. Seminars, Group discussions, presentations, poster presentations, MCQ tests, assignments, and tutorials are suggested by the syllabus. We conduct different activities for different subjects. Evaluation schemes are declared before they begin activities. This gives them a clear understanding to them for completing the activities successfully. We also make the question bank for students. The internal audit of Evaluation work is done at the end of the year. A few students who are not able to complete the activities are given counseling by the Internal evaluation committee and IQAC and support is provided to them. An external audit is conducted by the SPPU. The college received good remarks from AAA committee.

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	No File Uploaded

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

2

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	https://drive.google.com/file/d/18rJXo-s01_TzOmvCRsDJ6UAbhyMflz0i/view?usp=share_link
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://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	No File Uploaded
Any other relevant information	No File Uploaded

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

In the first cycle, the institution was lagging behind in technological interventions and ICT skill development of teacher educators and student teachers. We continuously strive for technology upgradation. We have two classrooms now which are equipped with smart boards. All other classrooms have the facility of DLP projectors. WiFi is provided. Training of Teacher educators and student teachers is continuously undertaken. After the second cycle, Teacher educators are motivated to undertake doctoral research. This year one teacher educator completed her Ph.D. degree from Savitribai Phule Pune University.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institution has stated following energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements

1. Turning off lights or appliances when the college members do not need them.
2. Use of Halogen incandescent bulbs, compact flurescent lights (CFLs) and light emitting cliode bulbs (LEPs)
3. Use hot water only when very necessary.
4. Use optimal quantity of water.
5. Plant-trees or shrubs in the campus. A unit operating in the shade uses as much as 10% less electricity then the same one operating in the sun.
6. Computer is used when needed. A computer that runs 24 hours a day for instance, uses more power than on energy - efficient refrigerator.
7. Setting computers, monitors and copiers to use sleep mode when not in use helps cut energy costs by approximately 40%.

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

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

Solid Waste Management-

Nurturing environment consciousness is the aspiration of Adhyapak Mahavidhyalaya Aranyeshwar pune 09 .To keep the campus neat and clean, the college has made use of more waste boxes kept in different corners of the college campus, so that the students, teaching and non-teaching staff use these boxes as a dustbin.

Liquid Waste Management:

Well-constructed drainage systems leading to the closed collection tanks, the tanks are regularly cleaned to avoid stagnation of water.

E-waste management-

Adhyapak mahavidhyalaya, Aranyeshwar Pune 09 maintains disposal waste in a planned way. The waste like broken furniture is brought in reuse after assembling the useable parts. Other E-waste materials like totally damaged furniture, out of function computers, non functioning digital apparatus like Mother Board, Hard Drive and other office E-wastes are stored in a separate room.

Other than these college maintains clean and green campus. Adhyapak Mahavidhyalaya Aranyeshwar Pune 09 is plastic free campus. LED lights are used in some parts of college campus for conservation of energy. Initiatives are taken to reduce paper communication. College actively organizes Swachh Bharat Abhiyan to create awareness and consciousness among students, teaching and non-teaching staff

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

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

One of the above

File Description	Documents
Documentary evidence in support of each selected response	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	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	View File

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 committed to maintain the cleanliness, sanitation, green cover and producing a pollution free healthy environment. Cleaning staff of Adhyapak Mahavidhyalaya sterilizes

bathrooms, classes and common areas two times in a day. Each room in the college has a box of cleaning supplies. There are dustbins all around the college premises, both inside and outside.

There are larger trash cans in hallways, toilets and college entrances and exists. Cleaning staff sanitise classes, bathrooms, and staffrooms several times during the college time. For providing a pollution free-environment we encourage our students and staff for

use of bicycles/e-vehicles. Use of plastic is ban in college premises.

The college has also organized a programme on Green Campus in which different activities are performed by students like plantation, for sustainable developments of natural resources, like balance of ecology and steps of improvement and conservation of natural resources etc.

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

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

Four of the above

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

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

NA

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

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

India is a country of multi ethnic culture where people belonging to religious, racial, cultural and lingual identities live together harmoniously. So to maintain an inclusive environment and to give environmental awareness and knowledge about resources and community practicality is very necessary to the students. Keeping this view in mind our college tries to maintain harmony and try to create good will among students. Most of the students taking admissions in the college are from rural area. In major extension activities participation of faculties, students and non-teaching staff are commendable. The college regularly organizes different activities for inculcating the values of tolerance, harmony towards cultural diversities. These activities have a very positive impact on society's cultural and communal thought directly. The college thereby celebrates Independence Day, Republic Day, Gandhi Jayanti, every year with great honour and respect. These programs organized by the college promote greater value of life, love, integrity, fraternity and patriotism in the minds of the students.

To develop emerging values among the student teachers in order to meet the social, cultural, economic and environmental realities ranging from local to global levels with emphasis on co-operation and mutual understanding in a multi-diversified country like India.

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

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

C. Any 2 of the above

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

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

Title of the Practice- Organizing Rally on Social and Environmental Issues

Objectives of the Practice

- To create awareness among student teachers about Social issues
- To develop the thinking process of solving social and environmental issues among student teachers

Context-

With the help of science and technology, India has made great progress in various fields. Along with this progress, new problems have arisen. As these problems are likely to get worse in the future the rally was organized in order to create proper awareness among

the student teachers regarding these problems and to make efforts from them to solve them.

Practice-

Social health is very important subject. In order to maintain social health, it is necessary to eliminate various problems in the society. While developing in the current situation, the environment is being damaged on a large scale. The damage caused may pose a threat to the existence of the human in the future. Therefore, a rally was organized to identify some social and some environmental problems and raise awareness about them.

Problems Encountered

1. The presence of student teachers for the rally was felt less.
2. No funds were being received from the state government for the tree plantation programme.

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

7.3 - Institutional Distinctiveness

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

The objective of Adhyapak Mahavidhyalya, Aranyeshwar, Pune-9 is to give quality education to students to boost up their intellectual ability and to nourish their talents. The college also tries to enrich the students' cultural activities and games and sports. The college prepares the learners to be a self-confident citizen with perseverance, patriotism and humanity.

The main aim of college is to empower our future generation academically and this is well evidenced by the success of some students. Many of our students are academically well enriched to be employed in many reputed institutions, organizations. Some of our students have qualified NET, CTET, TET and at present working in different schools and colleges and some students are pursuing higher

education. Teachers and students work with great earnestness and sincerity to achieve their goals.. The Institution uses all means to encourage the all-round development of personality and character. Along with excellence in education students are thoroughly equipped with the knowledge of social perseverance and environmental sustainability. A special effort on learner's understanding of the current environmental crisis and through its various schemes like energy conservation, waste management, plantation drives urges them to become eco-friendly citizens.

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