



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**SHRI SHIVAJI MARATHA SOCIETY'S ADHYAPAK
MAHAVIDYALAYA, ARANYESHWAR**

SR.NO 74A/B ARANYESHWAR, PARVATI , PUNE
411009

www.collegeofeducationpune9.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Adhyapak Mahavidyalaya, affiliated with the esteemed Shri Shivaji Maratha Society in Pune, Maharashtra, boasts a rich history dating back to 1918 when it was founded under the visionary leadership of Rajarshi Shahu Maharaj. Originally established as part of the Maratha Social Club in Pune, the college's founding members included influential figures like Shri Laxmanrao Thosar, Shrimant Rajaram Maharaj, Shrimant Sayajirao Gaikwad Maharaj of Baroda, Guruvarya Baburaoji Jagtap, Bhaskarrao Jadhav, Appasahab Jedhe, and Vitthalrao Satav.

The mission encompassed various aspects of societal development, including education, unity, literature promotion, and encouraging Maratha community participation in the armed forces. Rajarshi Shahu Maharaj's unwavering support played a pivotal role in transforming the society into a comprehensive educational network. The society's educational network spans from kindergarten to postgraduate levels, with a focus on holistic development and ambitious plans for medical and engineering colleges.

Adhyapak Mahavidyalaya, established in 1970, addresses the need for quality education, particularly in rural areas facing a shortage of trained secondary-level teachers. The college has had dedicated leadership, with Dr. Bapusaheb Chaugule currently serving as Principal. Adhyapak Mahavidyalaya has earned a reputation for attracting students from all corners of the state, thanks to its mission of disseminating the society's values and principles to various regions. The college admits graduates and postgraduates from diverse fields, including Arts, Commerce, and Science, offering them opportunities to pursue B.Ed.

Remarkably, several students of Adhyapak Mahavidyalaya have excelled at Savitribai Phule Pune University, achieving top positions and prestigious awards. Many graduates have pursued teaching careers, with some becoming school principals. Notably, alumni Mrs. Sangeeta Siddheshwar and Mrs. Pramila Gaikwad received the Best Teacher Award from the Honorable President of India, showcasing the institution's commitment to quality education.

The college enhances the student experience by providing male student hostels, a gymnasium hall, and ground with a 1200-meter track, emphasizing physical fitness alongside academics.

Adhyapak Mahavidyalaya exemplifies the Shivaji Maratha Society's enduring commitment to education and community service, serving as a beacon of hope and enlightenment. Through its diverse initiatives and steadfast dedication to societal betterment, the institution continues to contribute significantly to the progress and upliftment of society.

Vision

The Vision of Adhyapak Mahavidyalaya, Aranyeshwar 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 the new era and work for the upliftment of the downtrodden.

Adhyapak Mahavidyalaya, affiliated with the esteemed Shivaji Maratha Society in Pune, Maharashtra, stands as

a beacon of educational excellence and societal upliftment. Its vision is deeply rooted in its commitment to shaping the future by training teachers who serve as social engineers, equipping them with essential skills, and instilling in them the responsibility to strengthen and sustain a vibrant democracy.

The institution's vision is multifaceted, emphasizing a holistic approach to education and societal transformation. Central to this vision is the cultivation of teachers who act as "social engineers," equipped with the skills and knowledge to drive positive societal change, transcending traditional roles as mere knowledge transmitters.

Adhyapak Mahavidyalaya's vision focuses on preparing teachers to support a robust democracy by nurturing informed, engaged, and responsible citizens. The institution aims to equip students with knowledge, values, and civic awareness for active participation in democratic processes and policy development while upholding democratic principles.

Furthermore, the institution's vision underscores the importance of empowering future teachers to face the challenges of the new era. The rapidly changing landscape of education, technology, and society demands educators who are adaptable, innovative, and forward-thinking. Adhyapak Mahavidyalaya seeks to provide its students with the tools and competencies necessary to navigate these challenges effectively, ensuring that they remain relevant and effective in an evolving educational environment.

Crucially, the institution's vision emphasizes the role of teachers as champions of the downtrodden. This commitment to social justice and inclusivity is a fundamental aspect of the institution's identity.

Thus Institute's vision is a call to nurture educators who transcend classroom boundaries to shape society and education. It envisions teachers who are not only well-versed in pedagogy but are also compassionate advocates for marginalized and vulnerable communities. These educators are expected to work tirelessly to uplift and empower those who have historically been disadvantaged, thereby contributing to a more equitable society.

Mission

1. To develop responsible citizenship in students for a healthy democracy.

The institution aims to instill a sense of responsibility and active participation in students, fostering their role as responsible citizens in a thriving democracy. Through education, students are encouraged to engage in democratic processes and contribute to the betterment of society.

1. To enable the students to use skills of information technology from various walks of life.

Adhyapak Mahavidyalaya strives to equip students with essential information technology skills applicable to diverse fields. Proficiency in IT is seen as a crucial tool for success in various aspects of life, enabling students to adapt to the rapidly evolving digital landscape.

1. To uplift the masses with the help of education.

One of the core objectives is to uplift marginalized communities and the masses through education. The institution recognizes education as a powerful tool for social empowerment and endeavors to provide accessible and quality education to all sections of society.

1. To develop an interest in social service among student teachers to understand social issues.

Adhyapak Mahavidyalaya encourages student teachers to develop a strong interest in social service. By engaging in social initiatives and understanding pressing societal issues, students can become empathetic and socially conscious educators who actively work towards addressing these challenges.

1. To provide opportunities for the development of 21st-century skills.

Recognizing the changing demands of the modern world, the institution focuses on nurturing 21st-century skills among its students. These skills encompass critical thinking, creativity, communication, collaboration, and adaptability, ensuring that students are well-prepared for the challenges and opportunities of the future.

1. To make students aware of the importance of good health.

Adhyapak Mahavidyalaya places importance on students' well-being and health. It seeks to raise awareness about the significance of good health, encouraging students to lead healthy lifestyles and understand the interplay between physical and mental well-being.

In summary, Adhyapak Mahavidyalaya's objectives extend beyond conventional education. They encompass the development of responsible citizens, IT proficiency, societal upliftment, social service orientation, 21st-century skill acquisition, and health awareness. These objectives collectively aim to produce well-rounded, socially conscious, and adaptable individuals.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The college is located in the central part of Pune city. Although the college is in a metropolis like Pune, the surroundings are very natural and charming. The main feature of the college is that the environment of the college is peaceful and complements the study and teaching.
2. The college is surrounded by various types of trees, shrubs, and rare birds. The college is trying to keep the campus plastic-free.
3. With the help of information technology in the college, classrooms, the principal's room, the computer room, the library, and other rooms are connected to Wi-Fi. The office and library have software.
4. The institution keeps the Wi-Fi connection constantly updated.
5. The teaching and non-teaching staff of the college are experienced, highly educated, skillful, and dedicated in their work. The college is reputed due to the creation of its own tradition, discipline, and work culture.
6. Teaching staff uses various pedagogical approaches to make teaching effective.
7. The faculty is constantly engaged in research work and refresher courses.
8. The alumni association is very active and many useful programs are organized by them.
9. The college has a tradition of 100 percent results. Evaluation is very transparent.
10. The curriculum is choice-based regarding methods and elective subjects throughout the years.
11. The admissions of both divisions of the institute are regulated by the CET cell of the Maharashtra government.

12. The institute has healthy interactions with practice lesson school and internship school.
13. The institution has an active and supportive IQAC cell. It contributes well to college development.
14. The management of the institute is participatory. Principals, teachers, non-teaching staff, and students are involved in administrative work.

Institutional Weakness

1. Admissions to both the divisions in the college are through the central system of Govt. However, due to the delay in the admission process, student-teachers suffer a sort of academic loss.
2. The library is well equipped and computerized but it is necessary to get ILMS software, and remote access needs to be given to stakeholders. It is necessary to increase e-resources in the library.
3. Software like IMS is required for the office.
4. There is a need to increase the facilities in the college regarding e-content development like studio / live studio, content distribution system, lecture capturing system (LCD), teleprompter, editing and graphic unit, etc.
5. There is no facility for a separate hostel for boys and girls in the college
6. The college needs to acquire the facility of good LMS
7. Value-added courses, self-study courses, and skill-oriented certificate courses need to be provided to student teachers.
8. Very few courses in Distance mode and Blended mode are offered.

Institutional Opportunity

1. As the college has highly educated, competent faculty, there is an opportunity to start various courses in the field of research. A research center, especially for Ph.D., can be established.
2. College can design value-added courses and offer them along with B.Ed. course.
3. There is scope to implement skill-oriented courses that will help to develop skills among student teachers.
4. Courses of distance mode offered by Open Universities like Yashwantrao Chavan Open University, Nashik; Indira Gandhi Open University, can be started.
5. There is scope to start a guidance center for the ex-students-teachers to guide them in various competitive examinations in the field of education.
6. Teacher educators can develop MOOCs based on their expertise.
7. Shifting to a four-year integrated course with the help of Appasaheb Jedhe Arts, Commerce and Science College which is also run by Shri Shivaji Maratha Society.

Institutional Challenge

1. Raising funds for establishing LMS and training staff and students to use it effectively.
2. Developing Studio for developing e-content.
3. Developing a 4-year integrated teacher education curriculum that will attract students.
4. The number of students opting for English as a medium of instruction is increasing. It's a challenge for us to convince them to opt for the Marathi medium and prepare competent teachers who will be able to

teach in schools that have regional language(Marath) as a medium of instruction.

5. Students with issues like poverty, and students from rural areas are facing adjustment problems.
6. Students face placement problems after completing the course due to Government strategies for recruitment in aided schools.
7. The course syllabus is vast and the duration for completion is observed inadequate.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our institute is affiliated with Savitribai Phule Pune University (SPPU). We run a B. Ed program for two years. The curriculum is designed by SPPU. Some of our teacher educators participated in curriculum framing when it was revised in 2015. All the guidelines given by SPPU are strictly followed by the college. We adhere to the evaluation schemes that are provided by SPPU. Teacher educators make use of different teaching-learning strategies while implementing the curriculum. Through this curriculum, we try to develop student teachers who are committed, competent, and can perform as a successful teacher

Student teachers have a choice of selecting pedagogy courses (Courses 106,107& 205) during these two-year courses. They can also select an optional course during the second year. Student teachers can choose the course-related practical work and activities to be conducted for internal evaluation. Different activities like seminars, MCQ tests, Presentations, field visits, Group discussions, etc. are selected based on the nature of the course and students' liking.

Theoretical knowledge is provided through the theory courses at the same time teaching skills are developed through the core training program. ICT skills are enhanced and student teachers are motivated to use ICT in different school practices. Soft skills are developed through courses like reading and reflecting on text, Understanding of self, etc. They are also provided with open courses and entrepreneurship development. We try to develop the right values and attitude necessary for the teacher through this course. We also train them to cater to diverse learners. A separate course on 'Inclusive Education' helps them to understand the diversity of learners.

The curriculum is a beautiful blend of theory and Practicum. We make efforts so that whatever is learned in theory by our student teacher is implemented in practice. We help them to establish this connection between theory and practice. We also make sincere efforts to impart different skills which will help them to become a successful teacher. We take care that the course helps them to grow as human beings by developing personal attributes, social and moral values, and professional skills.

Teaching-learning and Evaluation

Our College admission process is transparent and systematic as per the rules of NCTE, Government of Maharashtra, and Savitribai Phule Pune University, Pune. All faculty members are assigned different duties for the smooth conduct of the admission procedure. The meritorious students are admitted and reservations are also taken care of during the admission by the institution. To retain the students with diverse backgrounds the institution provides facilities like fee concession, bilingual approach by teachers, no gender discrimination in any aspect, etc. This criterion relates to College efforts to serve students of various backgrounds and abilities through effective teaching-learning practices. Interactive instructional techniques that engage students in higher order 'thinking' and inquiry through the use of assignments, group discussions, debates, projects, presentations, experiments, practical sessions, internships, and using e -e-resources, etc. The efficiency of the techniques used to continuously evaluate the performance of teachers and students is also a major concern of this criterion. The institution engages its students in active learning. The college has a well-structured feedback framework that analyses feedback from stakeholders and takes measures based on the findings. The faculty members identify, reflect, and engage with diverse learners by providing an appropriate learning environment that helps to maintain an effective mentoring relationship. Teachers utilize multiple-mode approaches for enriching their students. They also use various ICT resources such as Google Classroom and other platforms to provide a variety of learning experiences to the students. Students are trained to participate in various activities to gain lifetime experiences during their internship. Practice teaching plans are developed in partnerships that cooperatively involve school staff and parent-teachers. Student teachers are prepared to manage the diverse learning needs of students in schools. Every faculty member is encouraged to use the latest technologies so as to keep themselves updated about the latest trends in their subject. The evaluation system is both formative and summative as given in the curriculum. All records of attendance, and internal and external examinations are documented. To achieve stated PLOs and CLOs, which are clearly stated on the website, continuous internal assessment and suitable pedagogical approaches are utilized.

Infrastructure and Learning Resources

The institute has granted research as the best tool of student Excellence. The institute has determined to train future teachers and empower them to face new Challenges of the new era.

The institute received funding for a minor research project in 2016-2018.

The institute constantly motivates faculty and student teachers for research work. Institute supports in writing books and chapters & presenting papers and articles in national and International conferences/seminars.

The institute has granted permission to do further research work like M.Phil. and Ph.D.

Student teachers are also introduced to research. They prepared proposals under the guidance of teachers. They have written the research report also. College library thesis, E-Journals, and reference books help to research work and environment. The Students of other colleges also got help with reference material. The institute has organized outreach activities and mainly focused on social service through community outreach programs. Such kinds of programmes proved beneficial to all in concern to preserve of Social values and commitments.

The institute has contributed to National priority programs like Anti –Aids Day, Yoga Day, the 150th anniversary of Mahatma Gandhi, world women's Day, etc. Student teacher's participation in Outreach as well as the National Priority Programme has been Satisfactory

Institute faculty and other college faculty shared their knowledge with each other in concern of M.Phil and Ph.D. guidance. Student teachers shared their knowledge with school students during practice lessons and Internships.

The institute has got permission for an M.A. Education course in the years 2022-2023. In the future, the institute plans for a Ph.D. Guidance center to enhance research culture.

Student Support and Progression

As per the guidelines of NCTE, necessary infrastructure facilities are available for teaching and learning from the beginning of the institution. Entering the 21st century, the institution is committed to providing the necessary facilities for teaching and learning while facing the rapid changes taking place in the education sector with its mission & objectives. Accordingly, LCD Projectors, screens, computers, smart boards, etc. are being used in the daily teaching and learning process. The Principal's room, office, and library in the college are computerized. 'Auto Lib' software has been adopted for the library through which the records of the library are maintained. A highlight of the college is the initiative of a free book bank for student teachers. The college has purchased two e-journals of Sage Publication and made them available to teachers & students. The college has facilities such as a computer lab, science lab, and psychology lab. Multi-purpose room, separate room for male & female students, separate sitting arrangement for male and female professors, etc. The college is ready for the awareness and awareness of our culture and this cultural box is available. The college has a spacious playground (generally seven acres). Indoor & outdoor game sports material is made available for the student-teachers I.C.T. facilities have been made available & tried to keep it updated from time to time. The internet facility available in the college is continuously provided with new plans according to the changing needs. The infrastructure of the college is made available to sister institutions, Savitribai Phule Pune University as well as the government. Like this, the college functions under the direction of the organization (CDC).

Governance, Leadership and Management

The institution places a strong emphasis on augmenting students' capabilities and skills. This is achieved through an extensive array of services, encompassing career and personal counseling, academic skill enhancement, technical proficiency, and organizational competence. Furthermore, the college leverages e-content and online assessment tools to enrich the learning experience.

In its pursuit of excellence, the college ensures essential support facilities, including secure vehicle parking, common rooms, first aid services, access to safe drinking water, and a well-furnished canteen. Additionally, the institution upholds transparency and efficiency in addressing students' academic and administrative concerns through the Grievance Redressal Cell, Internal Compliance Cell, and Anti-Ragging Committees.

To further enhance the student experience, Adhyapak Mahavidyalaya Aranyeshwar boasts a democratically elected student council, collaborating closely with faculty members to ensure student representation in various activities. The Student Welfare Council provides invaluable support as required. The college's Placement Cell is another crucial resource, assisting students in securing on and off-campus job placements, inclusive of interview preparation workshops.

The institution actively motivates students to pursue higher education and excel in competitive examinations, resulting in a rising number of students progressing to higher education each year. Co-curricular activities are pivotal in students' lives, fostering holistic development, and inter-college platforms provide opportunities to showcase their talents.

Furthermore, the college's Alumni Association, officially registered under the Societies Registration Act, of 1860, plays a pivotal role in mentoring students, providing financial aid, and contributing to the college's overall functioning.

In essence, Adhyapak Mahavidyalaya Aranyeshwar is dedicated to shaping well-rounded individuals through a student-centric educational approach, nurturing a supportive environment, and offering abundant resources for student welfare and advancement.

Institutional Values and Best Practices

Adhyapak Mahavidyalaya, Aranyeshwar, is deeply committed to molding future teachers into social engineers capable of addressing contemporary challenges and uplifting marginalized communities. Their objectives encompass promoting responsible citizenship, teaching IT skills, enhancing societal well-being, encouraging social service, nurturing 21st-century skills, and emphasizing health awareness. The institution places significant emphasis on governance principles such as participation, transparency, accountability, alignment, and collaboration, facilitated through bodies like CDC and IQAC, fostering decentralization and transparency.

The college's approach to continuous improvement is evident through a comprehensive perspective plan overseen by IQAC. Embracing E-Governance enhances efficiency, and various cells and committees actively contribute to institutional progress. The performance appraisal system, aligned with UGC and Joint Director guidelines, underscores accountability and continuous enhancement.

A robust audit mechanism, featuring both internal and external audits, reflects the institution's commitment to accountability and transparency. The institution's swift response to audit objections underscores its dedication to financial integrity and effective financial planning.

The institution's commitment extends to effective fund utilization, ensuring transparent handling of donations, timely salary disbursement, and diligent financial monitoring. This commitment also extends to teaching and learning processes, evidenced in a structured review process aligned with Savitribai Phule Pune University guidelines.

Moreover, Adhyapak Mahavidyalaya has made significant strides in infrastructural development, including smart classrooms, well-equipped computer labs, educational software adoption, library automation, and advanced attendance tracking. On the human resource front, the institution has fostered collaborations with other institutes, facilitated faculty and student exchange programs, and actively engaged in research and development.

In summary, Adhyapak Mahavidyalaya, Aranyeshwar, is dedicated to providing a holistic educational experience, guided by transparency, accountability, continuous improvement, and societal betterment. This multifaceted approach encompasses various aspects of education, infrastructure development, and human

resource enhancement, reflecting a strong commitment to excellence and innovation in education.

Research and Outreach Activities

Adhyapak Mahavidyalay Aranyeshwar in Pune 09, has successfully celebrated and implemented a range of best practices between 2017 and 2022. These practices reflect the institution's commitment to sustainability, community engagement, and educational excellence. This report provides a comprehensive overview of the noteworthy initiatives undertaken during this period.

Waste Management: The college made significant strides in waste management by implementing robust recycling programs and promoting waste reduction. This led to a cleaner campus and heightened environmental awareness among students and staff.

Energy Conservation: Adhyapak Mahavidyalay Aranyeshwar prioritized energy efficiency by adopting energy-saving technologies and practices.

Water Literacy Program: In an effort to conserve water resources, the institution initiated a Water Literacy Program. This educational endeavor educated students and the community about responsible water usage and conservation practices.

Adaptation of Electric Vehicles: The college demonstrated its commitment to sustainability by incorporating electric vehicles into its transportation fleet. This step not only reduced the institution's carbon footprint but also encouraged the adoption of eco-friendly transportation.

No Vehicle Days: Organizing "No Vehicle Days" further promoted environmental consciousness and encouraged alternative modes of transportation, such as cycling, walking, and carpooling. This initiative led to reduced air pollution and traffic congestion on campus.

Rally for Social Issues: The institution actively participated in rallies and campaigns to raise awareness about various social issues, contributing to positive social change. These efforts fostered a sense of social responsibility among student teachers and staff.

CTET Exam Guidance Workshops: To support aspiring teachers, the college organized CTET (Central Teacher Eligibility Test) exam guidance workshops. These sessions equipped students with the necessary skills and knowledge to excel in their teaching careers.

Menstrual Cycle Awareness Program: Adhyapak Mahavidyalay Aranyeshwar prioritized menstrual health awareness by conducting programs to educate students and promote a stigma-free environment around menstruation.

These initiatives encompass sustainability, community engagement, and educational excellence. The institution's commitment to these practices not only enhances its reputation but also contributes to a greener, more socially responsible, and academically enriched campus environment. These efforts demonstrate its dedication to holistic education and societal well-being.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI SHIVAJI MARATHA SOCIETY'S ADHYAPAK MAHAVIDYALAYA, ARANYESHWAR
Address	Sr.No 74A/B Aranyeshwar, Parvati , Pune
City	Pune
State	Maharashtra
Pin	411009
Website	www.collegeofeducationpune9.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Bapusaheb Ganpat Chaugule	020-24223930	9850350228	-24223930	adhyapak_m@yaho o.com
IQAC / CIQA coordinator	Shobha Netaji Jadhav	020-24473946	9823545593	020-2447394 6	shobhadjadhav11@g mail.com

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	18-06-1990	View Document
12B of UGC	11-02-2012	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	120	The college has an additional self financed unit

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sr.No 74A/B Aranyeshwar, Parvati , Pune	Urban	2.1	3500

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,Two Year	18	Graduation	Marathi	100	99

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				12			
Recruited	0	0	0	0	0	0	0	0	3	8	0	11
Yet to Recruit	0				0				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				1			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				1			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9
Recruited	4	0	0	4
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	2	2	0	4
Yet to Recruit				1

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	4	0	5
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	1	4	0	5
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	28	0	0	0	28
	Female	71	0	0	0	71
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	5	3	2	2
	Female	6	7	5	6
	Others	0	0	0	0
ST	Male	2	2	4	5
	Female	3	1	1	4
	Others	0	0	0	0
OBC	Male	3	3	4	1
	Female	6	8	11	8
	Others	0	0	0	0
General	Male	10	12	8	19
	Female	39	54	50	47
	Others	0	0	0	0
Others	Male	0	5	2	5
	Female	2	5	8	3
	Others	0	0	0	0
Total		76	100	95	100

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Adhyapak Mahavidyalaya's commitment to a multidisciplinary and interdisciplinary approach in its curriculum aligns with the NEP's emphasis on a flexible and broad-based education system. The
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	<p>institution's incorporation of interdisciplinary perspectives in its curriculum prepares educators to go beyond traditional pedagogical boundaries, which resonates with the NEP's vision of a holistic and multidimensional education. The inclusion of courses like Gender Issues reflects the institution's proactive stance in addressing social issues in education. This aligns with the NEP's objective of promoting inclusivity and diversity in the educational system. Interdisciplinary subjects like Guidance Counseling and ICT acknowledge the importance of a well-rounded skill set. This resonates with the NEP's focus on skill development and technology integration in education. The institution's multidisciplinary and interdisciplinary approach ensures that future educators excel in their subject matter and gain a broader understanding of the social, cultural, and psychological dimensions of education, in line with the NEP's learner-centric philosophy. By encouraging students to explore various facets of education, including technology integration and guidance counseling, we try to address the multifaceted challenges of modern education, which is in line with the NEP's forward-looking goals. In summary, Adhyapak Mahavidyalaya's institutional preparedness for the NEP is evident through its multidisciplinary and interdisciplinary approach, curriculum alignment, and emphasis on holistic educator development. These initiatives reflect the institution's commitment to preparing educators who are well-equipped to thrive in the evolving educational landscape and contribute to the goals outlined in the NEP for educational reform and enhancement.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Savitribai Phule Pune University (SPPU) has undertaken a special drive to create awareness among university students about changing policies in higher education. A video tutorial is made by the university which is circulated to our student teachers while seeking admission to our B. Ed course. We conduct the following activities with respect to ABC in our college: 1. It is mandatory for all our student teachers to register and create an ABC account. They are expected to submit their ABC ID 2. A video tutorial for supporting them in creating the ABC account is circulated on the student's WhatsApp group. 3. PDF giving stepwise method is also circulated to them. 4. An orientation of freshers is conducted to make them</p>

	<p>aware of concepts like multiple entry, multiple exits, credit transfer, credit bank, etc. 5. They are motivated to apply and complete MOOC courses that are offered by SWAYAM which help them to gain credits. We as an institution are in the process of getting sufficient inputs and support from our Shri Shivaji Maratha Society and SPPU for registering on the ABC platform.</p>
<p>3. Skill development:</p>	<p>1. Curriculum Alignment: Adhyapak Mahavidyalaya has demonstrated its commitment to NEP by aligning its curriculum with the policy's objectives. The institution has integrated various courses within the B.Ed. program that focuses on teaching skill development, ensuring that student teachers are well-prepared to meet evolving educational needs. 2. Value-added Courses: The institution has taken proactive steps by offering value-added courses, such as the ICT (Information and Communication Technology) skill enhancement program. This aligns with NEP's emphasis on technology integration in education, equipping student teachers with essential digital skills. 3. Workshops and Study Material Preparation: Adhyapak Mahavidyalaya conducts workshops that train student teachers in the preparation of study materials. This hands-on approach aligns with NEP's emphasis on experiential learning and the creation of high-quality, contextualized teaching resources. 4. Leadership Development: The institution recognizes the importance of leadership skills in educators, and as such, encourages student teachers to organize various programs within the college. These initiatives foster leadership qualities, aligning with NEP's vision of well-rounded education and the nurturing of holistic development among students. 5. Faculty Training: effective implementation of NEP, the institution invests in faculty development programs. These initiatives help educators stay updated with the latest pedagogical techniques and teaching methodologies, aligning with NEP's emphasis on continuous professional development. 6. Assessment and Evaluation: Adhyapak Mahavidyalaya has incorporated modern assessment and evaluation methods in its teaching practices, moving away from rote memorization and focusing on critical thinking and practical application. This approach aligns with NEP's call for a shift in assessment methods. 7.</p>

	<p>Inclusivity and Diversity: The institution promotes inclusivity and diversity in its classrooms, aligning with NEP's vision of equitable and accessible education for all. This ensures that student teachers are prepared to create inclusive learning environments.</p> <p>8. Research and Innovation: Adhyapak Mahavidyalaya encourages research and innovation among both students and faculty. This aligns with NEP's focus on fostering a culture of research and critical thinking in higher education institutions.</p> <p>9. Community Engagement: The institution actively engages with the local community, promoting experiential learning and social responsibility among student teachers, which is in line with NEP's emphasis on community-based learning.</p> <p>10. Infrastructure and Technology: Adhyapak Mahavidyalaya invests in infrastructure and technology to support modern pedagogy and digital learning, aligning with NEP's goal of leveraging technology for education.</p> <p>In conclusion, Adhyapak Mahavidyalaya, Aranyeshwar, Pune, exhibits a strong commitment to aligning with the National Education Policy (NEP). Through its comprehensive approach to curriculum development, skill enhancement, leadership development, and community engagement, the institution prepares its student teachers to meet the evolving demands of the education sector as envisioned by NEP.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Adhyapak Mahavidyalaya's commitment to integrating the Indian Knowledge System into its curriculum aligns with the NEP's objective of promoting indigenous knowledge systems and culture. This approach ensures that students are exposed to the rich heritage of India's educational and cultural traditions. We at our college celebrate different festivals. We ask student teachers to organize cultural programs on different occasions like Shivajayanti, Dasahara, Diwali, Christmas, etc.</p> <p>1. Emphasis on Indian Languages: The medium of instruction for our college is Marathi. We offer English, Hindi, and Sanskrit as optional languages. This is in harmony with the NEP's focus on multilingualism and the preservation of regional languages. We celebrate Hindi Day and Hindi Pakhawada in our college. English Day is also celebrated on 23rd April. Strengthening students' language skills and pedagogical practices supports</p>

	<p>the NEP's goals of enhancing language proficiency and inclusivity. 2. Language Across the Curriculum: We emphasize teaching various aspects of language, including standard and local languages, which aligns with the NEP's vision of a holistic language education approach. A separate course on Language Across the Curriculum (Course 202) is a compulsory course for all our student teachers. This fosters a deeper understanding of language within the Indian context, in line with the NEP's objectives. 3. Cultural Enrichment through Co-curricular Activities: The institution's focus on co-curricular and extracurricular activities that emphasize different aspects of Indian culture is in accordance with the NEP's call for holistic education. These programs instill cultural awareness and pride, aligning with the NEP's emphasis on value-based education.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Adhyapak Mahavidyalaya Aranyeshwar, Pune, is exemplified by its strong emphasis on Outcome-Based Education (OBE) within its B.Ed. program. The institution's dedication to OBE aligns seamlessly with the principles and objectives outlined in the NEP. Here's how Adhyapak Mahavidyalaya's approach to OBE demonstrates its preparedness for NEP: 1. Alignment with NEP Principles: Our commitment to Outcome-Based Education aligns with the NEP's emphasis on learner-centric education, flexibility in curriculum design, and a focus on learning outcomes. 2. Clear Objectives: The institution has established both general objectives for the B.Ed. program and specific objectives for individual courses. This approach mirrors the NEP's vision of defining clear and measurable learning outcomes for each educational program. 3. Orientation Sessions: We conduct comprehensive orientation sessions at the outset of the course, ensuring that every student teacher is well-informed about the intended educational outcomes. This aligns with NEP's objectives of enhancing the quality of teacher education and promoting student awareness of their learning goals. 4. Proactive Approach to Evaluation: The institution's practice of designing evaluation schemes that align with the established objectives and providing them to students in advance reflects the NEP's focus on fair and transparent assessment practices. This ensures that students are well-prepared to meet the expected learning</p>

	<p>outcomes. 5. Transparency and Accountability: Our commitment to transparent evaluation and alignment with predetermined objectives promotes accountability, a key aspect emphasized in the NEP to ensure quality and integrity in education. 6. Curriculum Flexibility: By embracing OBE, the institution inherently incorporates curriculum flexibility, allowing it to adapt to the changing educational landscape as encouraged by the NEP. 7. Quality Teacher Education: The institution's OBE-focused approach enhances the quality of teacher education, aligning with the NEP's goal of preparing competent and innovative educators.</p>
<p>6. Distance education/online education:</p>	<p>Our institution is running a two-year bed program in regular mode which is affiliated to Savitribai Phule Pune University. presently we have an MA education program at Savitribai University which is run by open and distance learning mode. previously we had an affiliation with YCMOU and we have also run the B.Ed and M.Ed. programs of Open University. We are planning to restart these programs and also offer courses like a diploma in school management (DSM) of YCMOU. In the near future, we also plan to offer courses related to the field of education that are offered by IGNOU. During the Pandemic, we all have realized the importance of online modes of education. All the teaching faculty is now skilled in using different synchronous as well as asynchronous modes of online education. We introduce them to different MOOC platforms during our skill enhancement workshops. We train our student teachers to use online modes as well. We are in the process of establishing our institution's own LMS so that we can train our student teachers in online modalities of education.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>YES</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Electoral Literacy Club (ELC) was established at Adhyapak Mahavidyalaya in Aranyeshwar, Pune, in July 2020. The club plays an important role in promoting awareness and understanding of the</p>

	<p>electoral process and democracy among students and the broader community. Here are some key details about the ELC at our college: Student Coordinator: Shirish Jadhav works as the Student Coordinator of the ELC. Student coordinators play an essential role in organizing and facilitating club activities, including workshops, discussions, and awareness campaigns. Faculty Coordinator: Prof. Yogesh K. Patil holds the position of Faculty Coordinator for the ELC. Faculty coordinators provide guidance, support, and expertise to ensure the club's activities align with its objectives and educational goals. Objectives: The ELC focuses on educating students and the college community about the electoral process, the importance of voting, and the functioning of democracy. The club often engages in various activities such as voter registration drives, mock elections, workshops, and awareness campaigns. Awareness and Engagement: ELC aims to increase electoral literacy and civic engagement among students. Collaboration: ELC collaborates with election authorities, non-governmental organizations (NGOs), and local government bodies to enhance their impact and effectiveness. Promotion of Values: The club promotes values such as transparency, accountability, and ethical conduct in elections. Community Outreach: ELC extends its activities beyond the college campus to engage with the local community. This can include voter education programs and initiatives to enhance electoral participation in the surrounding area. In summary, the presence of an Electoral Literacy Club at Adhyapak Mahavidyalaya is a positive step towards fostering a politically awareness and engaged student body. Such initiatives contribute to building a more informed and responsible citizenry, which is essential for the continued success of democratic processes</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior</p>	<p>We have taken significant institutional initiatives to promote electoral literacy among our students and the local community. The college organized a lecture series on electoral literacy, followed by a creative and engaging street play program titled "Matdaar Raja Jaga Ho" (Awaken the Voter King). Here is an overview of how the college executed this initiative: Lecture Series on Electoral Literacy: The college invited postmaster Mr. Dhawale Sandip Kisan. The lecture covered various aspects of the electoral</p>

<p>citizens, etc.</p>	<p>process, including voter registration, the importance of voting, the role of political parties, and the significance of informed decision-making. Interactive Sessions: The lecture was designed to be interactive, allowing students and attendees to ask questions and engage in discussions. This encouraged active participation and ensured that participants gained a comprehensive understanding of electoral literacy. Street Play Program - "Matdaar Raja Jaga Ho": To further engage the community and spread awareness, the college organized a vibrant and culturally rich street play program. Titled "Matdaar Raja Jaga Ho," this street play aimed to convey key messages about the importance of voting and responsible citizenship in an entertaining and relatable manner. Creative Script: The street play featured a creative script that used humor, drama, and local cultural elements to deliver its message effectively. It showcased scenarios related to voter apathy, the consequences of not voting, and the empowerment that comes with casting one's vote. Multiple Performances: The street play was performed at various locations within the local community, such as marketplaces, parks, and community centers. Multiple performances ensured that a broader section of the population was reached. Q&A Sessions: After each performance, there were Q&A sessions where the audience could ask questions and clarify doubts about the electoral process. This helped in reinforcing the knowledge imparted during the lecture series.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Project on Adhar Link to Voter ID- A survey was conducted by Prof. Pratibha Shinde, an assistant professor of our college. Prof. Pratibha Shinde recently conducted a comprehensive survey on the linkage of Aadhar cards to Voter IDs. This survey was aimed at understanding the current status, challenges, and perceptions regarding the integration of Aadhar with Voter IDs in the local community. The survey was conducted over a span of two months, involving a sample size of 100 respondents from various demographics within the Pune 09 region. The primary objectives of the survey were as follows: Assess Awareness Levels: The survey sought to determine the level of awareness among residents regarding the Aadhar-Voter ID linkage and its potential benefits. Gauge Public Opinion: Prof. Pratibha Shinde and her team aimed to gather</p>

	<p>insights into the public's opinion on the necessity and implications of linking these two vital identification documents. Identify Challenges and Concerns: Through structured questionnaires and interviews, the survey delved into the challenges and concerns faced by individuals when attempting to link their Aadhar cards with Voter IDs. This included issues related to documentation, accessibility, and privacy. Explore the Impact: The survey examined the anticipated impact of Aadhar-Voter ID linkage on the electoral process, including the potential to curb voter fraud and streamline voter lists.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The state government conducts programs to increase the electoral roll. Some classrooms in our college building are given for carrying out this process. Students seeking admission to our college are asked whether they have a Voter ID. If they don't they are motivated to register their names in their respective constituencies.</p>

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
99	100	95	100	76
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	50	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	95	93	76	32
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
96	89	96	60	73
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
99	100	95	100	76
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	11	11	11

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	13	13	13	13

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
3.7	1	15.6	25.5	7.05

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 50

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Our institute is affiliated with Savitribai Phule Pune University(SPPU). We run a B. Ed program for two years. The curriculum is designed by SPPU. Some of our teacher educators have participated in curriculum framing when it was revised in 2015 last time. The same curriculum is implemented in our college. The process of curriculum implementation is summarized below:

- 1.Each academic year begins with the meeting of the Principal with teaching staff in which the course distribution is done. Each year of the curriculum has 12 courses that student teachers have to undergo. Taking into account the subject expertise, these courses are distributed to different teaching staff.
- 2.An annual plan for each year is prepared in which all the courses are incorporated taking into account the needs of the students and the availability of practice teaching schools.
- 3.Each teacher educator prepares a detailed plan for the course allotted to him/her and the same is submitted to the principal for his perusal.
- 4.The course plans are prepared taking into consideration, the credits allotted to the course, theory and practicum part, Activities, Evaluation schemes, etc.
- 5.The student teachers are informed of the course plan in the orientation sessions that are arranged at the beginning of the academic year. They are oriented about theory as well as practical work.
- 6.For each theory course, we have internal work(Weightage of 20 marks) and external examination(80marks)
- 7.In our curriculum, there is a lot of flexibility provided for completing internal work. The student teachers have a choice of selecting practical work and activities. A choice is given to student teachers for selecting the practical work and activity.
- 8.Different teaching methods and strategies are adopted for different courses and for different units in the same course. These modes of interaction are selected based on the student's needs.
- 9.We have two units of B.Ed. course. Therefore there are two teacher educators for each course. They consult with each other and decide the course implementation strategies based on the needs of the student teachers.
- 10.There are always some developments and new trends in the course. These are discussed in staff meetings and then we decide how best we can incorporate them in our curriculum.
- 11.We need to implement the same curriculum that is prescribed by SPPU every year but we do make some changes every year such as 1. Discussion about new trends in the course, 2. Changing the practical work, 3. Conducting different activities for internal evaluation of that course. Etc
- 12.Usually, we have staff meetings of the teacher educators teaching the same subject in which we discuss our difficulties. We also discuss the question papers, evaluation schemes, etc.
- 13.After the preliminary examination and before the final examination, we review the curriculum

and see to it that the course curriculum is discussed completely in classes.

Thus we have Annual plans, Course plans, and regular meetings that help us to plan implement, and adopt the curriculum.

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

1.1.2

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

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

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

Response: E. Any 1 or none of the above

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

1.1.3

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

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

Response: B. Any 3 of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 48

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	27	30	30	29

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

2021-22	2020-21	2019-20	2018-19	2017-18
60	60	60	60	60

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document

1.2.2

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

Response: 0.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

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

1.2.3

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

Response: 8.94

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

2021-22	2020-21	2019-20	2018-19	2017-18
42	0	0	0	0

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document

1.2.4

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

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

Response: C. Any 2 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers’ mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document

1.2.5

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

B.Ed. the course of SPPU is two years. Efforts are taken while designing the curriculum to develop a complete teacher. Different inputs are given through the curriculum in those two years which will help student teachers to become competent and committed teachers.

- 1.Sound Knowledge Base:** The curriculum has 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. Along with these courses, there are courses related to school subjects. Courses like Pedagogy of school subjects and content of school subjects prepare the knowledge base of the school subjects. In the first year of training, they select two school subjects (Methods). One course prepares them to understand pedagogical knowledge related to that subject and the other prepares them to get content knowledge about those school subjects. In the second year of training, the student teacher can select an additional school pedagogy course. Thus the entire program prepares our student teacher to teach three school subjects.

2. **Skills:** The course is designed in such a manner that different skills are developed among student teachers. We not only focus on teaching skills but we also develop technology-related skills, Presentation skills, Reading and Reflection skills, and communication skills. The 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 are guided in using 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 practice teaching skills. They conduct a minimum of 6 practice lessons on the school subjects that they have selected for theory papers during the first year. And six practice lessons from three schools during the second year. The B.Ed syllabus has training for student teachers on Information and Communication Technology. Theoretical and Practical Aspects of Information And Communication Technology (ICT) are also imparted to them. The practical component- Critical understanding of ICT trains them to use ICT tools in the teaching profession. We also conduct additional training sessions in ICT to train them in new tech tools. Student teachers are also helped to understand different aspects of educational evaluation and use it in practice when they conduct unit tests, prepare blueprints, and prepare reports.
3. **Soft Skills:** The courses like reading and reflecting on text and understanding of self help them to develop soft skills related to the teaching profession. In the second year of training, we have a course on Art and Drama in education. This helps student teachers to develop the ability to appreciate art and use it in the teaching profession. Communication skills are also developed through the organization of activities. During the second year of the program, we offer them one Elective course – ‘Guidance and Counseling’. This helps our student teachers to understand the role of a teacher as a counselor. When student teachers conduct their internship program, this course helps them to understand the problems of the students.
4. **Values:** We try to inculcate social and moral values through the curriculum. We have components in our curriculum that focus on Co-curricular and extra-curricular activities. We also conduct programs that stimulate social belongingness among student teachers. Student teachers organize different Co-curricular activities, Social services activities, and Health programs. These help them understand the necessity of versatility of a teacher. A teacher not only needs to have sound knowledge of school subjects and know how to teach them but s/he also needs to be multitalented and know other skills. Programs like Rallies on the occasion of Shivjayanti and street plays help our student teachers develop social values among themselves.
5. **Competencies:** The prime focus of our curriculum is to develop committed and competent teachers. We have affiliated practice teaching schools from various backgrounds. We select urban, semi-urban, and rural backgrounds. We also have Marathi medium, Semi-English, and English medium schools affiliated with us. Student teachers get exposure to a variety of environments and students. They get to implement the concepts of Inclusion and gender equality in those schools.
6. **Attitudes:** All the teacher educators strive hard to develop the right attitude among our student

teachers. Through various activities, we try to develop a positive attitude toward the teaching profession. Through continuous guidance and support, we see to it that they develop a love for teaching. During practice teaching and especially during the Internship program, we guide them in developing rapport with the children and with their parents. Student teachers get to know about their commitment to children, their education, their parents, and society in general when they complete rigorous training during the internship program. Along with teacher educators, School teachers and principals of the school help us a lot to mold our student teachers into competent and committed teachers.

Thus the curriculum is a beautiful blend of theory and Practicum. We make efforts so that whatever is learned in theory by our student teacher is implemented in practice. We help them to establish this connection between theory and practice. We also make sincere efforts to impart different skills which will help them to become a successful teacher. We take care that the course helps them to grow as human beings by developing personal attributes, social and moral values, and professional skills.

File Description	Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document

1.3.2

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

Response:

Student teachers from various socioeconomic backgrounds are admitted to this Institution. Some of them come from rural areas whereas some of them come from urban areas. While planning for practice teaching and internship programs a deliberate effort is made to select schools from rural or urban as well as semi-urban areas. The institution provides opportunities for the students to practice their lessons in Marathi medium(local language) as well as in English medium schools. It is the demand from the students that they want to practice teaching skills even in semi-English schools. Especially those student teachers who have done their M.Sc. (Science postgraduates) want to conduct their teaching sessions in English. The college selects the schools from various backgrounds so that student teachers get opportunities to face different types of students in the schools. regular visits are organized to special schools so that students get the opportunity to understand the meaning of inclusion.

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 teaching 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 programs. Care is taken that student teachers are sent to Marathi medium schools as well as English medium schools for their practice teaching and internship. Student teachers 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. We train our student teachers to make use of different online tools like whiteboards, Quizziz, Kahoot, Testmoz, Rubistar, etc. so that they are updated with technology skills that they might need to use in their schools. 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. In the second year, they have the course 'Knowledge, Curriculum, and Language across the Curriculum'. One of the practicum for this course is a comparison of different school curricula like SSC, CBSE, and ICSE. This helps student teachers to understand and compare different school curricula. Student teachers also visit different schools that implement secondary school curricula of different boards.

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

1.3.3

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

Response:

Two-year B. Ed. The program of Savitribai Phule Pune University has different components that introduce the foundations of teaching-learning to student teachers. When student teachers are sent for the Internship program, they try to implement all the strategies that they have undergone as students. They practically implement all the skills and competencies that they have acquired. Student teachers practice different microteaching skills like blackboard work, Set Induction, Explanation, Questioning, Demonstration, etc. These skills are used during their practice teaching sessions. They are taught how to prepare a unit test, blueprint, scoring, etc. They prepare and implement the test during their internship program. They are taught how to prepare presentations which they use for their classroom deliberations. In this manner, we see to it that whatever theoretical background is prepared, student teachers get an opportunity to implement it in real life. Perspective in Education, Pedagogical approaches, and

engagement with the field are the three thrust areas of the B.Ed. curriculum. Each Coursework has a practical component that helps students 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.

Along with the Core teaching program, It also equips student teachers with other managerial and administrative skills. Different modes are used for curriculum transactions. We practice different methods of teaching like a demonstration, Discussions, Seminars, Field visits, Group and individual projects, and workshops. Collaborative and cooperative teaching-learning strategies are also used. Some teacher educators use flipped classrooms. Blended Learning is frequently implemented. All teacher educators try to use technology in teaching-learning.

File Description	Document
Paste link for additional information	View Document

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: E. Any 1 or none of the above

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

1.4.2

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

Response: E. Feedback not collected

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 94

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

2.1.2

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

Response: 70.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
44	36	34	35	27

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

2.1.3

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

Response: 1.06

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	01	00	00	00

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

Every year in our institution admissions are done with the centralized admission process conducted by our state. The government of Maharashtra conducts a common entrance test(CET) for the whole state

with the help of a common entrance test(CET) cell. CET consists of general mental ability, teaching aptitude, teaching attitude, general knowledge, social sensitivity, proficiency in Marathi\ English\ Hindi\ Urdu, and subject knowledge. CET scores are considered while preparing the 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. Our college provides personalized attention to each student while taking admission. There is scope for redressal. Students are counseled at the time of admission. A thorough orientation program is organized at the beginning of the academic session where they are familiarized with the course, mode of internal assessment, curricular and co-curricular activities, rules and regulations as well as other facilities available in the institution. The institution organizes an orientation program for the students at the commencement of the new batch every year and it takes every possible measure to understand the needs and requirements of the students before the commencement of the program. The institution plans a self-introduction program in the beginning where we get the knowledge of students' level of readiness to undergo a professional education program. We also come to know the strengths, weaknesses, hobbies, communication skills, background of students, achievements of students, etc. Accordingly, the strategy is planned regarding the academic support which is to be provided to students. Teachers recommend several books to pupils in order to improve their comprehension of the subject. Different Web-links are also provided to pupil teachers in order to obtain a thorough understanding of the subject. For explanations and discussions, a bilingual approach is used to reach out to each and every student and bring them up to pace with the rest of the class. Personal, academic, and career counseling is provided as per the needs of the student teacher.

Course-wise academic support is provided to learners in the content and pedagogical papers by teacher educators. We organize activities for bright students as well as slow learners. The faculty pays special attention to learners. The faculty particularly pays attention to the performance of the slow learners. Teachers discuss the performance of slow learners with their parents. Advanced learners are encouraged to upgrade their knowledge and skills through different activities organized by the college along with special lectures organized by expert resource persons.

The institute is making significant efforts to motivate students to self-learning and to enhance their learning experience. Faculty members are shifting the focus to a student-centric learning process, instead of the conventional teaching-learning process of transferring the knowledge to students, through classroom lectures. The focus is on knowledge transfer and learning through students' active participation and involvement. The faculty members provide a platform for students to explore independently, learn through self-study and from their peers, and guide them to develop effective and lifelong skills.

File Description	Document
The documents showing the performance of students at the entry level	View Document

2.2.2

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

1. Mentoring / Academic Counselling

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

Response: C. Any 3 of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 9.9

2.2.4.1 Number of mentors in the Institution	
Response: 10	
File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

2.3 Teaching- Learning Process

2.3.1

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

Response:

The curriculum and scheme of evaluation proposed by the university is student-centric and it completes all these processes in a time-bound manner. Conducive support systems are provided to the faculty for the effective implementation of student-centric learning. In our institution, we use traditional methods as well as new methods of teaching. At the beginning of the year, teacher educators prepare a list of multiple pedagogical approaches that can be used for effective implementation of the B Ed curriculum.

Active learning: The students are directly involved in the learning process through activities like - brainstorming, quizzes, debates, group discussions, role play, games, model making, mini projects, presentations, essays, elocution, case studies, and PPTs with animations for some topics.

We give an opportunity to the student teachers to simulate their role as a teacher and get insight into educating in the classroom. It assists the students with improving their insight, introduction abilities, and personality enhancement.

Experiential learning: Field-based experiential learning like Internships, and class-based experiential learning like role plays, games, simulation, and presentations are practiced. Experiential learning is executed by the teacher by the way of different activities based on cooperative learning and community learning.

Problem-solving: Case studies, Project-based learning, and conducting research. Students are given individual projects and class assignments to focus 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. In our institute, various information communication technology- ICT tools are explored and implemented by faculty members. Google Meet is a platform that is extensively used in online teaching-learning. Some of the teacher educators have extensively used Google Classroom so that educational material can be provided. Google Classrooms are used for sharing learning resources, assignments, and assessments. Other information communication technology- ICT tools and resources

available at the institute are Smart Board, LCD Projectors, LMS, Computer Labs, etc. Thus blended learning approach is also used.

Collaborative Learning: The group/team of students work jointly during the internship. Other than college work the Students are provided with an opportunity to work in schools during their internship period (16 weeks) so as to understand school systems and infrastructure and gain experience in ongoing activities, classes, exams, parent-teacher association (PTA) meetings, the vision of the school, policies, practices, decision- making system, co-curricular activities of the school, teaching-learning processes and human resource system, etc. of the internship schools. Peer learning takes place during different activities that are conducted during the internship.

Inquiry-based Learning: Students are informed to make use of resources beyond the classroom for investigation of questions/problems. It helps in developing their critical thinking and increasing understanding levels.

Sr no	Approach	Sample activity
1	Experiential learning	Practice lessons, Internship
2	Problem-solving	Practicals
3	Inquiry-based learning	Practicum of course 201 - school study
4	Active learning	Seminars
5	Collaborative learning	Group discussion for research, internship
6	Peer learning	TBT- ICT practical
7	Field visits	Inclusive education - visit to special schools
8	Mind mapping	Reading and reflecting on text

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document

2.3.2

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

Response: 52.73

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

2021-22	2020-21	2019-20	2018-19	2017-18
06	06	06	06	05

File Description	Document
Data as per Data Template	View Document
Link of LMS	View Document

2.3.3

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

Response: 63.64

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

Response: 63

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

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

In our college students from various socioeconomic backgrounds are admitted through a centralized admission process. The students are counselled, guided and oriented at the time of admission to make them aware of 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 assess the learning levels of the students in the class, and their knowledge about the course and accordingly special programmes for advanced learners and slow learners are planned. Mentors play a very important role in grooming slow learners and encouraging advanced learners to achieve higher levels of education. Peer learning helps both levels of students.

Remedial and extra classes are conducted for advanced and slow learners. Our College provides several opportunities for mentor-mentee relationships to cater for students' diversity. To sustain an effective mentoring relationship, faculty members recognize, reflect on, and connect with different learners. Different activities such as health services, social services activities, co-curricular programmes and extracurricular activities are arranged group-wise. Even the internship programme is organized group-wise. Each group has a mentor who guides and monitors the activities of the group. The mentors support and provide the necessary scaffolds to accomplish those activities.

After the completion of the syllabus, subject classes of different courses are also repeated for slow learners and late admissions. In the choice-based credit system (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 their doubts and counsel the students even on a one-to-one basis. Advanced learners are encouraged to become class mentors. The diary group system is best for mentoring the students. One period every week is specially reserved for mentoring in the diary group. Working in groups has always been an important aspect of our organization. Teachers guide and assist their students and form the strong bonds necessary for healthy interaction among team members through these dairy groups. Mentors also mentor the mentees for career counselling, professional qualities, finance management for education etc. Diary group in charge who is the mentor of the group monitors the academic progress of the mentee. At the end of the academic year, the internal work is submitted to the mentor. It is only after thorough

checking of the mentor that the internal work of the student teacher is approved and marks are submitted to the university. Mentor assists those student teachers who fail to submit some internal work due to any reason.

File Description	Document
Documentary evidence in support of the claim	View Document

2.3.6

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

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

Response: C. Any 3 of the above

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

2.3.7

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

Response:

Teacher educators use collaborative techniques of teaching. In this strategy, different groups of students are formed. They develop cooperation and collaboration skills. Through such discussion creativity and innovation are fundamental to all disciplines and an essential part of the learning process, forming an important dimension of learning ‘ how to learn’. They are also fundamental to teachers improving their professional practice and to school development. learning involves challenging, refining, and improving understanding to serve the purpose of our mission. In classroom teaching methods such as role-play, brainstorming, and group discussions are conducted. Student teachers are given training for using role-play models in teaching. This helps them to empathize and understand the social/moral problem. Student teachers use creative ways to express themselves and enact different roles.

Student teachers refer books to the Internet and prepare presentations. Some teacher educators use a multiple-intelligence approach to teaching. Student teachers use different models of teaching for effective learning thinking models, and Role-play models where they get the opportunity to develop innovativeness, empathy, intellectual and thinking skills as well as life skills. Our teacher educators do not merely focus on the content transaction but they insist on developing leadership, motivation for learning, presentation skills, soft skills, initiative, inculcation of values, awareness of the social issue, awareness of the environment, and overall personality development from the entry of students or beginning of the microteaching course in college. Under course 209 i.e. Understanding of Self, different activities such as facing the interview writing the resume, SWOT analysis, etc. are organized. In course 209 understanding of self - different concepts like Self-concept and self-esteem, Life skills, Knowing oneself, etc. are studied. Writing one's resume, bio-data, and CV these activities help with self-understanding and developing intellectual and thinking skills, Personality development, Life skills, and all these skills. These activities help them to develop life skills and soft skills. Encouragement is given to the students to discuss among themselves and share their personal experiences. The main purpose of the course is to make them realize themselves. Writing a diary for reflection on how the course has helped in understand myself as a person and as a teacher.

We have yoga sessions for students which is one of the courses for the first year as Health and Yoga. Through this course, students develop mindfulness and improve brain power and mental health. This further begins to develop better control of their emotions and leads to a disciplined life.

All the facilities available in the college is being used judiciously to make the teaching-learning process focused on creativity, innovativeness, rational thinking competency inculcation, acquisition of life skill and inculcation of values Teaching pedagogies have been altered over time to facilitate innovation and creativity. The use of ICT-enabled devices by the colleges helps in producing efficient teaching-learning outcomes. All disciplines in the college have taken the initiative to make teaching teaching-learning process more live, learner-centered, and student-centered. In this way, the teaching-learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills, etc. among students through different activities.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: E. Any 1 or none of the above

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

2.4.2

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: E. Any 1 or none of the above

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

2.4.3

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

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

Response: E. None of the above

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

2.4.4

Students are enabled to evolve the following tools of assessment for learning suited to the kinds of

learning engagement provided to learners, and to analyse as well as interpret responses

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

Response: B. Any 3 or 4 of the above

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

2.4.5

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

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

Response: E. Any 1 or none of the above

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

2.4.6

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

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: B. Any 4 of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: B. Any 3 of the above

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

Other Upload Files

1

[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

In order to give real experience in the field, different types of schools are selected for internships. The aim is to develop the student's perspectives about education, professional capacities, teacher sensibilities, and skills. The schools that are near the college are selected for the internship program. The internship program is systematically planned according to the university syllabus.

1) The schools are selected on the basis of the proximity of the student teachers' residence to the school, availability of basic infrastructural facilities, and type of school such as Government, aided, unaided, or private, etc. We send our students to girls' schools, co-education schools, and rural and urban schools.

2) The consent of the school is obtained for conducting the internship program.

3) The lists of student teachers are sent to the assigned school of internship.

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

5) Before the internship program, the teacher educator has a meeting with the head of the school. The headmasters/supervisors of the schools are informed about the internship program and the expectations of both, the school and our college are discussed. They plan the activities of the Internship accordingly. Policy directions of the school are conveyed to the Head of the internship department and the Head of the department conveys it to the students.

6) Before the commencement of the internship, an orientation program is organized and detailed instructions are given to student-teachers. A code of conduct of internship schools is explained to the student teachers.

7) All the practicals and activities to be conducted in an internship are oriented and discussed with the students in this session. Student teachers are provided with detailed orientation in which they are guided about various activities to be conducted in the schools. They are provided with evaluation schemes for various activities.

8) The evaluation schemes developed by the university are provided to students for the assessment of their performance in the internship program.

9) The school teachers are requested by the faculty members for allotment of syllabus and guidance of mentoring to the student teachers.

10) During the Internship, the student-teachers are required to undertake a variety of activities relating to classroom teaching, classroom management, and organization of school-based and community-based activities of teaching as given in the syllabus. The student-teachers are required to develop a report of understandings, competencies, and skills. student teachers are explained about maintaining different reports of the activities.

11) Students of the first year complete an internship of four weeks and second year students complete the

internship of sixteen weeks.

12) After completing their internship program we conduct a session of sharing experience of the internship. During this session, student teachers reflect on their experiences and share them with their peers. It is one of the most interesting sessions in the curriculum.

The teacher educators provide feedback to the student teachers and conduct an evaluation of the internship.

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

2.4.9

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

Response: 2.17

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

Response: 46

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

2.4.10

Nature of internee engagement during internship consists of

1. Classroom teaching
2. Mentoring
3. Time-table preparation
4. Student counseling
5. PTA meetings
6. Assessment of student learning – home assignments & tests

- 7. Organizing academic and cultural events**
- 8. Maintaining documents**
- 9. Administrative responsibilities- experience/exposure**
- 10. Preparation of progress reports**

Response: B. Any 6 or 7 of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

A) Before internship:

- 1. Selection of Schools for Internship:** The college establishes partnerships with reputed schools.
- 2. Orientation to Students Going for Internship:** Students are provided with information about the specific school they will be interning at, including its infrastructure, and academic practices.
- 3. Defining the Role of Teachers in the Internship:** The college establishes clear guidelines for teachers who supervise and mentor the interns during their internship period. Teachers are assigned to provide guidance, support, and feedback to the interns.

B) During the internship: The institution adopts monitoring mechanisms during the internship program.

1. Lessons: The student teachers discuss their lessons with their mentor teacher as well as the method master. Teacher educators preferably subject experts - method masters from the college give guidance and then check and approve the lesson plans beforehand. Teachers of concerned schools also observe the lessons. The college has adopted evaluation schemes given by the university, for each activity conducted during the internship program. In internship mostly two lessons per day are delivered during their teaching sessions. The school teachers are encouraged to give suggestions for improvement. Teacher educators and school teachers note down remarks in the lesson plan book.

2) Cocurricular and extracurricular activities- The student teachers are under the supervision of senior teachers of the school who act as mentors. In addition to this college teacher and school teachers along with their staff helps the intern to plan and organize curricular and co-curricular activities for the students. The classroom performance is observed and evaluated by the mentors and suitable feedback and corrective measures are suggested to them.

During the internship program peer groups collectively perform various assigned duties of co-curricular events for its successful completion. The teacher educator scores it as per the scheme and gives qualitative remarks, if necessary students are called and these remarks are discussed. School teachers assign various duties to student teachers like checking answer scripts, maintaining of attendance register, organizing co-curricular activities, correcting homework notebooks, maintaining classroom discipline, etc.

3) Visits of teacher educators to school (periodic): Teacher educators visit the internship schools periodically to guide the students and see their performance. They give feedback to the student teacher for their performance in every activity.

C)After Internship:

1) Assessment of reports during the internship: The internship is duly certified by the head of the internship school after ensuring that each student has completed all the activities. An internship certificate is issued by the concerned school to each pupil's teacher.

2) Feedback to student teachers after completion of the internship:

Detailed feedback is also provided in the college collectively on subsequent days. The school experience sharing is arranged by the internship in charge after completion of the internship. The students give their overall experience and feedback of school through video, poster presentation, and oral in the classroom. In front of the principal, all faculty members, students, etc. In this way, effective monitoring of the internship program is done by every member of the college.

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

2.4.12

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

- 1. Self**
- 2. Peers (fellow interns)**
- 3. Teachers / School* Teachers**
- 4. Principal / School* Principal**

5.B.Ed Students / School* Students

(* ‘Schools’ to be read as “TEIs” for PG programmes)

Response: C. Any 2 or 3 of the above

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

2.4.13

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

- 1.Effectiveness in class room teaching**
- 2.Competency acquired in evaluation process in schools**
- 3.Involvement in various activities of schools**
- 4.Regularity, initiative and commitment**
- 5.Extent of job readiness**

Response: E. None of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 84.62

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document

2.5.2

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

Response: 54.55

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

Response: 6

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

2.5.3

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

Response: 19.27

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

Response: 212

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

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. National Education Policy 2020. They present research/conceptual papers at seminars and conferences. They share their thoughts in the workshops. Through informal discussions, teaching staff share the knowledge and skills gained in such events. We have conducted discussions on collaborative learning, cooperative learning, hybrid mode, tools for online teaching, gender equality, inclusive education, modern ways of education such as portfolio evaluation and rubrics etc. These discussions are found very useful in updating our knowledge about various recent trends in education. Question-answer sessions among teaching staff help them to clarify their doubts. Healthy debates are conducted on certain topics related to education in informal meetings.

Some of our teacher educators are the resource persons in the faculty development program where they deliver lectures on recent topics that emerged in the 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. The institute promotes the staff to improve their qualifications for professional and career growth. The faculty members are free to take advantage of the chance to pursue higher education through the FDP -Faculty Development Programme. The institution felicitates the faculty members when they get an honor. The institution's management honors the performance of the teacher educator by giving awards each year. In meetings and through the public address system, the finest performance is also recognized. The principal also encourages staff members to pursue Ph. D.s and take minor/ major research. All such kinds of facilities and exposure provided to teacher educators help the teachers to grow professionally and keep themselves updated with the new education trends.

File Description	Document
Documentary evidence to support the claims	View Document

2.6 Evaluation Process

2.6.1

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

Response:

The college follows continuous internal evaluation as prescribed by the university which is monitored by keeping records of the performance of each student for each activity. Moderation of all work also takes place by the university and then only finalized for each mark is done. At the beginning of the academic year, teacher educators inform the students about the various components of the assessment process during the semester through orientation.

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 the other compulsory activity is a written exam, Students

can select any one activity from the list prescribed in the syllabus such as tutorial, MCQ, seminar, presentations, group discussion, etc. The practical courses consist of micro-teaching, internship programs, different types of lessons, ICT practicals, Co-curricular activities, health & yoga practicals, etc. The assessment is done by the teacher educators and the marks are converted as per the guidelines given by the university. For second-year B.Ed. the same pattern is followed for theory courses such as courses 201 to 205.

The preliminary examination schedule is prepared and communicated to the students well in advance. The internal assessment criteria given by the University are followed for the distribution of marks in each subject. Question paper is prepared by teaching faculty regarding their subjects as per the pattern of the university. The answer scripts are evaluated by the concerned subject faculty and also mark sheet is prepared. The internal moderation committee is prepared at the college level. A meeting of this committee is held once a month to take continuous feedback on the internal evaluation work.

Internal activities are planned throughout the year eg. 108(microteaching) is implemented at the very beginning of the academic session which is followed by 109 i.e. innovative lessons. Unless 108 and 109 lessons are completed, we do not send students for practice teaching and internship programs. Evaluation of practice lessons is done immediately and feedback is given to them. CRPW for each course is given at different time intervals and activities for each course are evaluated from time to time. We use rating scales for the evaluation of each and every activity for internal assessment. These checklists are provided to all students beforehand.

B.Ed. FIRST-YEAR

Course Code	Internal	External
101	20 (20%)	80 (80%)
102	20 (20%)	80 (80%)
103	20 (20%)	80 (80%)
104	20 (20%)	80 (80%)
105	20 (20%)	80 (80%)
106	20 (20%)	80 (80%)
107	20 (20%)	80 (80%)
108	100%	-
109	100%	-
110	100%	-
111	100%	-
112	100%	-

B.Ed. SECOND YEAR

Course Code	Internal	External
201	20 (20%)	80 (80%)
202	20 (20%)	80 (80%)
203	20 (20%)	80 (80%)
204	20 (20%)	80 (80%)
205	20 (20%)	80 (80%)
206	100%	-
207	100%	-
208	100%	-

209	100%	-
210	100%	-
211	100%	-
212	100%	-

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

2.6.2

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

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

Response: E. None of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The assessment is internal as well as external. The internal assessment includes an internal exam as well

as practical work. There is complete transparency in internal assessment. Norms directed by the University have been adopted in the college. At the beginning of the semester, faculty members give orientation to the students and explain various components of the evaluation process during the semester. Students are constantly evaluated by faculty members during theory lectures, practicals, assignments, etc. Continuous comprehensive evaluation(CCE) of students done throughout the year.

Internal assessment test programs i.e. prelim exams are organized as per the directions of the university and students are informed well in advance. To ensure proper conduct of the examination, all rules and regulations are followed at the time of examination. The course answer papers are checked and evaluated by the faculty members within 05 days from the start of the exam date. A standard evaluation process is followed for the evaluation of answer scripts. Corrected answer sheets are given to the students for their verification and if there is any grievance, it is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the notice board of the college. Apart from the preliminary examination, the student teacher has to complete two activities for internal evaluation. One of them is practical work related to the course and the other in any one activity like a seminar, presentation, group discussion, etc. The evaluation scheme for each practical and activity is predecided. This marking scheme is given to them when they are given orientation about the activity. The student teacher submits their report along with these evaluation schemes. Thus the evaluation for other internal activities is also transparent. If the student teacher wants to improve the performance, the opportunity is given.

External assessment is conducted by the university through examination.

The University conducts the examinations at the end of the year. The university has appointed a College Examination Officer for each college who is the representative of the university for the examination work. He/she looks after the university exams conducted in colleges. The college appoints an external senior supervisor given by the university for the smooth conduct of final examinations. If the students are facing any problem, they are solved by the principal of the college. After the exams are conducted if a student has any grievance about the exam he/she can directly send a mail to the university by giving his permanent registration number. If a student has a grievance about the result he can directly send a mail to the university and his grievance is redressed immediately by the university in the case of online exams. In case of offline exam students can apply for revaluation of the concerned paper. The student gets the result from the university. In this way, the grievances are redressed by the university.

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

2.6.4

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

Response:

The teaching-learning process consists of main three points such as curriculum, teacher, and learner. These points are kept in mind while preparing the academic calendar and at the time of implementation of curricular and co-curricular activities. Before the commencement of the academic year, the Institution prepares and publishes an 'Academic calendar' containing the relevant information regarding the teaching-learning schedule (working days), various events to be organized, holidays, dates of internal examination, etc.

Our B.Ed program has twelve courses in each academic year. These courses are considered based on the skill development of the students. While planning the academic calendar we stagger these courses in a proper way. Practice teaching and internship are always planned only after completing the course on micro-teaching, integration, and simulation. Each course is evaluated then and there. E.g. practice teaching sessions have six lessons in all for the first year, each lesson is immediately evaluated and feedback is given after each lesson. It clearly indicates a schedule for teaching - working days, examinations, semester breaks, and vacations, that is strictly followed by the college to ensure smooth and efficient functioning of its teaching and administrative processes.

The academic calendar is prepared so that student teachers should know all the activities regarding the continuous internal evaluation process. For transparency of functioning, it is also published on the website of the college. Only the head of the institution can incorporate minor changes in the academic calendar by considering unforeseen circumstances.

The review of internal assessment is taken by the Principal regularly. For the implementation of the Internal Assessment Process, an Evaluation committee is formed at the college level which monitors the overall internal assessment process. All information is reinforced during the orientation of new students at the beginning of the academic session. The Principal also conducts meetings with the Teacher-in-charge(s), and the entire Staff including non-teaching to ensure the smooth implementation of the activities as scheduled. For the purpose of conducting Continuous Internal Evaluation, teachers prepare their schedule of teaching, practicals, and assignments in accordance with their allotted timetable keeping the academic calendar and planned co-curricular activities of the college in mind. The students are informed well in advance about the deadline for practicals and activities(assignment) submissions, as well as their final internal assessment marks. Criteria for assessment are also shared with the students. They are encouraged to seek guidance from teachers during the timetable slots or in the latter's free time. Different activities are taken, with the aim of allowing the students to incorporate suggestions offered by the teacher, thereby making learning a continuum and creating various opportunities for the students to succeed. The record of internal assessment is maintained at the college level. The evaluation committee sends the information to the University about the internal assessment of students who are appearing for the examination and gets it sanctioned by the Moderation committee appointed by the university for the first year as well as the second year.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

CLOs are according to the syllabus given by SPPU. These course learning outcomes (CLOs) are an essential component of the institute's vision, mission, and objectives. The institution has effectively stated and disseminated the program outcomes, and course outcomes. The goals of the B.Ed. program aims to make education more comprehensive. Teachers, whose primary goal is not just the learning of knowledge but also the provision of experience for the students, application of this learned information through training practice.

In order to achieve the program learning outcomes (PLOs) and course learning outcomes (CLOs), the learning objectives are presented in a variety of ways, at the beginning of the academic year, during the orientation program, students are briefed about program learning outcomes (PLO's) and course learning outcomes (CLO's) .and are permanently displayed on the website. The PLOs and CLOs are frequently shared with concerned staff members and they share them in the classroom with student teachers. Teacher educators are also knowledgeable about the objectives of learning for each subject that they are teaching. These are given in the syllabus. The teaching plan is prepared before the commencement of the year as per Bloom's Taxonomy. This ensures that all subject teachers are aware of the expected course learning outcomes and helps to bring quality in teaching-learning.

Assessment for the course level is done via continuous evaluation having a particular weightage depending upon course objectives, learning outcomes, and pedagogy. Various components for continuous assessment are defined and used. The evaluation is continuous and rigorous. Academic audit for Internal Assessment is carried out at the end of every year under the guidance of the principal. Our university also does an academic audit of every college every year. This process further ensures the attainment of PLOs and CLOs. With these measures, we attempt to achieve all PLOs and CLOs at the college level.

Student teachers learn different core elements, values to be inculcated, and a variety of modern life skills, including logical reasoning, problem-solving, cognitive abilities, self-directed learning, etc. The theory part is completed through appropriate teaching methods that are used to achieve effective learning outcomes. Participation in various classroom activities such as group discussions and seminars and also in extracurricular activities, Participation in community activities such as street play on the occasion of Shiv Jayanti, the visits to orphanages, special schools like Kamayani, blind school of the Poona school and home for blind trust, Koregaon park -Pune, old age home like Shatayu bhavan, Aids Awareness rally, etc. Prelim exams and final exams also help to ensure the same.

Thus the PLOs and CLOs are conveyed to student teachers. Teacher educators plan their teaching-learning process taking into these PLOs and CLOs. Different methods of teaching, strategies, and classroom activities are planned that are aligned to CLOs. The evaluation strategies are decided in such a way that we can check whether these PLOs and CLOs are accomplished.

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

2.7.2

Average pass percentage of students during the last five years

Response: 104.55

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

2021-22	2020-21	2019-20	2018-19	2017-18
96	89	96	60	73

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

2.7.3

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

Response:

The institution has well-defined outcomes for all its programs and courses. The students are expected to know the fundamentals of each course, attain program-specific skills, and values and become employable. All the outcomes are displayed on the college website.

The college has monitored the progressive performance of students and attainment of professional and personal attributes in line with program learning outcomes (PLOs) and course learning outcomes (CLOs) specified in criteria I in the following manners. The progressive attainment of the cognitive and

professional status of student teachers is monitored, documented, and used further for improvement in many ways by the college.

The program outcomes and program-specific outcomes are assessed with the help, of course, outcomes of the relevant program through the direct evaluation process.

For program learning outcomes (PLO's) -

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

We conduct a written internal exam at the end of the year. We organize many activities such as seminars, assignments, and course-related practical work which are monitored by all faculty members. We take feedback from students. These presentations such as the preparation of model, and seminar papers, develop their presentation skill. Written assignments in session have been submitted by the learners which develop their writing and presentation skills.

In the education program, students complete the internship program in the first year as well as the second year.

For course learning outcomes (CLO's)

Our institution conducts an internal assessment for each course. Through these internal assessments, they are aware of 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 simultaneously to course learning outcomes (CLOs)

The teaching-learning process consists of the evaluation and progressive performance of students and the attainment of professional and personal attributes as a result of the outcomes mentioned above. These can be given as follows

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

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

Our curriculum is designed in such a manner that all these professional and personal attributes are developed in our student teachers. We in our college try to develop those attributes among our student teachers by making use of teaching-learning strategies and implementing curricular and co-curricular activities.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 75

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

Response: 75

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document

2.7.5

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

Response:

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

Regarding the details of practice teaching in schools, all student teachers generally deliver lessons covering subjects they opt for.

These are observed by the teacher educators or concerned subject teachers and maintain a record of their observations. The feedback sessions and monitoring mechanisms are carried out after the completion of each and every activity e.g. are given below

After practice teaching in schools, a feedback session is conducted and the teacher educators as faculty

members share their feedback to the student-teachers regarding their experiences in the schools and give some suggestions for further improvement in their teaching performance.

During the internship, feedback-evaluation sheets developed by the college are provided to the supervisors for evaluating the teaching proficiency of student teachers. The peer group also encourages observing lessons and rated on the basis of various activities performed during the internship i.e. record keeping, doing practical work, organizing extracurricular activities, parent-teacher meetings, etc.

The Institute follows an evaluation pattern of marks for internal evaluation and marks for final examination as prescribed in the syllabus. Program outcomes are available on the website to make faculties and students aware of 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 materials, and other curricular activities. are planned.

Student achievement is measured by their marks on the practicals, activities prelim exams, etc. Those who score below 70% are provided extra assistance to improve their performance. Each faculty member identifies the weak students in their respective subjects and guides them to improve their skills. Based on classroom interactions and internal evaluation, slow learners are identified and they are provided with remedial teaching. Students are provided with reading materials from the library. many articles homework and assignments are assigned to them. Finally, the tests are held to check knowledge acquired in class. Peer tutoring is also made available to meet the learning needs of these students. The teacher-student interaction during dairy batch meetings helps to keep constant contact with students, helping them to solve academic and personal issues and stimulate the general development of the student's personality.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.75

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	1

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	1.4

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Income expenditure statements highlighting the research grants received, duly certified by the auditor

[View Document](#)

3.1.3

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

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

Response: D. Any 1 of the above

File Description	Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

3.1.4

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

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

Response: D. Any 1 of the above

File Description	Document
Documentary evidences in support of the claims for each effort	View Document

3.2 Research Publications

3.2.1

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

Response: 2.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	0	1	10	2

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

3.2.2

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

Response: 1.91

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	6	2	5	6

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

3.3 Outreach Activities

3.3.1

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

Response: 2.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	1	3	4

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

3.3.2

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

Response: 12.77

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	5	15	20

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document

3.3.3

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

years

Response: 76.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
90	40	60	84	87

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document

3.3.4

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

Response:

Community outreach services outline the efforts that connect an organization’s ideas or practices to the public, including an educational component that engages the community is linked to the institute's mission. The institution holds MISSION STATEMENT –To train the future teacher (Social Engineer) with the essential skills to shoulder the responsibilities for strengthening healthy democracy, empower them to face the challenges of a new era and work for the upliftment of the downtrodden.

The institution constantly promotes activities for strengthening students and faculty in terms of social responsibilities towards people, environment and society. The institution has a mission to develop social commitment and awareness among the students through the teacher training programme. The institution is dedicated to providing high-quality social values to student teachers throughout the course.

The institution aims to lay down a strong training programme and highly dedicated work culture and continue various social service activities in neighbourhood communities in terms of education, environmental issues, health and hygiene awareness, health care and economic issues.

The purpose of social activities is to sensitize student teachers about social problems and stimulate them to develop society. Social service camps, Awareness campaigns and Social outreach programmes are organized by the College. Common outreach strategies implemented by the institute are as follows -

Our institute has a collaboration with Shatayu Bhavan (old age home) Muktangin in Pune city. Student teachers visited Shatayu Bhavan on 14.5.2022. They interacted with senior citizens and understood their

problems. They spent their whole day doing different chores like cleaning the premises and rooms of the stakeholders of Shatayu Bhavan. They cooked meals in the kitchen and enjoyed lunch with senior citizens. They did small yet important activities like tidying rooms, making their cupboards and beds, cutting their nails etc. Through these activities, student teachers understood the problems of senior citizens. They became aware of the need for this neglected part of society.

On 16.5.2022 Student teachers visited Taljai tekdi for social service. They did cleanliness of the premises of Tekdi.

Student teachers get acquainted with core values like Service, Social justice, Dignity and worth of the person, Importance of human relationships.

The institution has a value framework and determines contributing to national development and fostering Global competencies among students. The institution believes that social work is a practice-based professional activity that makes social change, development and empowerment among people and communities

2017-2018	1.17.8.2017	Tree Plantation	Tree plantation
2018-2019	1.10.2018	Awareness of moral values by Mahatma Gandhi	Street play, Rally (Taljai area)
	2. 4.12.2018	AIDS Day	awareness Lecture and Poster exhibition on AIDS disease
	3.20.2.2019	Taljai Mata mandir, cleanliness Programme.	cleanliness Programme
	4. 10.8.2018	Visit to Special School Kamayani to sensitize students	Awareness programme
2019-2020	18.7.2019	Kripa Foundation	Visit to counselling center
2020—2021	15./6/2021-20/6/2021	Yoga-Saptah (Online) &	Yoga Programme
	22/6/2021-29/6/2021	Online Webinar	
2021-2022	14.5.2022	Shatayu Bhavan	Cleanliness & Cultural Programme
	16.05.2022	Taljai tekdi	cleanliness Programme
	20.11.2021-12.3.2022	Internship outreach activity(Bharati Kanya prashala)	Awareness programme

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

3.3.5

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Report of each linkage along with videos/ photographs	View Document
Data as per Data Template	View Document

3.4.2

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

Response: 0

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

File Description	Document
Data as per Data Template	View Document

3.4.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The list of physical facilities available for teaching learning as well as the various programs offered in the institution is as follows.

Principal's office	1
Administrative Office	1
Classrooms	4
Method rooms	2
Science lab	1
Psychology lab	1
Educational technology lab	1
Music lab	1
Gymkhana room	1
Computer lab	1
Ladies' common room with attached washroom	1
Gents common room	1
Gents staff room	1
Ladies' staff room with attached washroom	1
Study room	1
Library	1
Playground	1
Multipurpose hall	1

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

A plastic-free, eco-friendly campus is one of the remarkable features of the institution. Classrooms are installed with LCD projector, screen, and computer. Two classrooms have smart boards installed in them. Teaching staff, as well as student teachers, also make use of them for their various types of teaching practices like micro-teaching, integration lessons, simulation lessons, technology-based lessons, team teaching, models of teaching lessons as well as presenting the seminars of various courses as an activity included in the curriculum. A computer lab with 50 thin clients is made available to teaching staff for the preparation of lectures and student teachers also for the completion of practicals and preparation of various types of lessons, etc. The library of the institution is computerized. The library has purchased software AUTOLIB and a separate computer set with a printer. The internet facility is available in the library. A free book bank facility is available for student teachers.

The institution has a well-equipped science laboratory. The science practicals of secondary school can be well demonstrated using different models, apparatus, and instruments in the laboratory.

Educational technology lab. is maintained with OHP, slide projectors, LCD projectors, and CDs, based on the State Board of Secondary School curriculum.

A cultural program kit, and classical instruments like harmonium, tabla, pakhwaj, tambourine, cymbal, Casio, etc. are available in the music room and are used at the time of various cultural activities.

The institution has a huge playground. The material which is useful for indoor and outdoor games are available. Student teachers make use of it at the time of sports meets. The Gymkhana room has equipment like sets of chase, carrom boards, sets of cricket, tennis rackets, soccer balls, volleyball, etc.

The ladies common room has an attached washroom and a vending machine in it. Separate ladies' and teaching staff rooms are available with essential furniture like rotating chairs, tables, cupboards, etc. The ladies' staff room is also with an attached washroom.

The Multi-purpose hall is well equipped with electronic gadgets and computerized also. This hall is used for various cultural activities of the academic year.

The institution has fire extinguishers installed at the different parts of the institution like the office, library, etc. The infrastructure of the institution is made available for various examinations of Savitribai Phule Pune University's various courses, different types of elections, etc. for the quest for excellence, contributing to National development, etc.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document

4.1.2

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

Response: 100

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

Response: 06

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

Response: 06

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

4.1.3

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

Response: 0.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.04	0.04	0.04	0.04	0.04

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

A library is the soul of an educational institution. The library is one of the most important departments that provides sound, pure, reliable study material to the students - and teachers to make them citizens of a healthy democracy, to inculcate interest in social service, awareness of social problems, and good health. The institution's library has been partially automated. The library has a qualified librarian and library attendant.

The advisory committee of the library is as follows -

Sr.No.	Members	Designation
1	Dr.B.G.Chaugule (Principal)	President
2	Shri Shinde Vilas	Secretary
3	Prof.Shinde Pratibha	Member
4	Dr.Shinde Vaishali	Member
5	Prof. Patil Yogesh	Member
6	Shri Hake Tejas	Student-teacher representative

The advisory committee of the library conducts meetings regularly and makes decisions about the library of the institution under the authority of a respected principal, who is the president of the advisory committee of the library.

The library of the institution is computerized. 'AUTOLIB' library software is purchased by the institution for the library. The institution provides a separate computer set, printer, and photocopier separately for the library. An internet facility is also made available for the library by the institution.

A list of new arrivals is displayed on the library notice board as well as some new publications displayed on the shelf. The weekly, and monthly magazines and periodicals are also displayed on the shelf. Daily newspapers are also provided to all human resources from the library department & the seating arrangement for reading is made outside the library and nearby study room. The library is open for all staff members but for student teachers, it is open to some extent only, especially researchers are allowed to enter the library.

The free Book Bank facility is one of the good initiatives of the institution. Under this initiative, a set of reference books for that academic year was issued freely to each student teacher at the beginning of the year. Student teachers refer to it for the whole year and submit it after the University exams of the year.

Additionally, student teachers can also exchange reference books on library cards as well as if required on the institution's ID card. These provided reference books are not issued outside the campus. The reference material is made available for researchers of B.Ed., M.Ed., M.Phil., M.A.,(Education), Diploma in School Management, etc. courses run by the institution. The teaching and non-teaching staff of our institution, sister institutions, and other nearby institutions use the library facility for completing in-service training programs, enhancing education status, etc.

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

4.2.2

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

Response:

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

1.

Sr.No.	Name of the journal	Address of the publication
1.	Education for sustainable development	Sage publication India PVT. LTD., New Delhi
2.	Psychology and developing societies	1) Chief editor Kartikeya V. Sarabhai / Prithi Nambiar. 2) Chief editor R. O. Tripathi / Namita Pande.

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

File Description	Document
Details of users and details of visits/downloads	View Document

4.2.3

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

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

Response: D. Any 1 of the above

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

4.2.4

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

Response: 0.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.14	0.05	00	00	00

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

4.2.5

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

Response: 1.72

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

Response: 25

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

Response: 44	
4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year	
Response: 36	
4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.	
Response: 47	
4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.	
Response: 37	
File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

4.2.6	
Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways	
<ol style="list-style-type: none"> 1.Relevant educational documents are obtained on a regular basis 2.Documents are made available from other libraries on loan 3.Documents are obtained as and when teachers recommend 4.Documents are obtained as gifts to College 	
Response: D. Any 1 of the above	
File Description	Document
Data as per Data Template	View Document
Any additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

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

Sr.No.	Content	No.
1	Office computers	4
2	Computer lab	50 thin clients
3	Library	2
4	Staff	2
5	Laptops	10
6	LCD projectors	4
7	Printers	7
8	K-yan	2
9	K-class	1
10	Wi-Fi	BSNL (broadband100) Mbps

Internet (Wi-Fi) facility is available in the institution. Institution updates its ICT facilities including Wi-Fi. Initially, the institute had subscribed 600 GB CUL broadband plan which offers 100 MBPS speed till 600 GB is reached. After 600 GB the speed reduces to 10 MBPS. This plan was not found sufficient due to the pandemic situation therefore the institute shifted to the BSNL Fiber Values Plus plan which offers 100 MBPS of speed and 3300 GB of data. The speed reduces to 10 MBPS beyond the 3.3 TB data point. The institute finds this plan beneficial for academic as well as administrative work. In this way, we update ICT facilities frequently as per our requirements 2467 Student teachers are motivated to use ICT for references, preparation of practicals, activities like seminars, and assessments, and making teaching aids like charts, posters, models, etc. of different teaching subjects Student teachers use ICT under the guidance of concerned teacher educators.

Sr.No.	Content	Description
1	BED105	Advanced Pedagogy and Application of ICT (compulsory theory subject) having weightage of 80+20 =100 marks i.e. credits.
2	BED 109	Teaching Competency II (a) Technology-based teaching (practical). (b) team teaching, (c) lessons

		using models of teaching
3	BED 110	teaching competency III (a) practice lessons (b) lessons to be taken during the internship
4	BED 111 (a)	Critical understanding of ICT (practical having weightage of 1 credit)
5	BED.106,107 & 205	Elective method - ICT Education
6	BED 206	Teaching Competency IV practice lessons
7	BED 207	Teaching Competency V Internship.

The computer lab is shared with other sister institutes on the same premise for the optimum use of it. Teaching staff as well as student teachers use educational technology such as Over Head Projectors, slide projectors, CDs, K-yan, and K - class for the presentation.

The computer lab of the institution is well equipped with 50 thin clients, glass board, screen, LCD projector, and seating arrangement for 50 persons. A separate server room is maintained. The computer lab. is shared with other sister institutions of the same premise for the optimum use of it.

The office of the institution is computerized. All concerned staff have a computer set with a printer, and a photocopier is also available in the office. The Principal's office is also well equipped with a set of computers with printers.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 1.98

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

<p>4.3.3</p> <p>Internet bandwidth available in the institution</p> <p>Response: 1000</p>	
<p>4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS</p> <p>Response: 1000</p>	
File Description	Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

<p>4.3.4</p> <p>Facilities for e-content development are available in the institution such as</p> <p>1.Studio / Live studio 2.Content distribution system 3.Lecture Capturing System (LCS) 4.Teleprompter 5.Editing and graphic unit</p> <p>Response: E. None of the above</p>	
File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

<p>4.4.1</p> <p>Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)</p> <p>Response: 99</p>														
<p>4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)</p> <table border="1"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>3.73</td> <td>0.32</td> <td>15.68</td> <td>25.54</td> <td>7.05</td> </tr> </table>					2021-22	2020-21	2019-20	2018-19	2017-18	3.73	0.32	15.68	25.54	7.05
2021-22	2020-21	2019-20	2018-19	2017-18										
3.73	0.32	15.68	25.54	7.05										

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

4.4.2

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

Response:

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

As per the mission statement and objectives of the institution, the maintenance and utilization of physical, academic, and support facilities make some cells/committees that make the decisions about concerned departments. Library Advisory Committee, Alumni Association Committee, Equal Opportunity Cell, Grievance Cell, Redressal Cell, Placement Cell, Anti-ragging Cell, Vishakha Cell, etc. actively run with holding meetings from time to time, and decisions are taken regarding the healthy functioning of the institution under guidance of respected principal of the institution.

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

The librarian and assistant librarian maintain the library. The library is computerized. AUTOLIB software is purchased for the library and a set of computers is issued to the library Wi-Fi facilities are also available in the library. The record of books, and other material transactions is maintained by the computer. The free Book Bank facility is one of the good initiatives of the institution. The library is also available for the researchers of the courses like B.Ed., M.Ed., M.A. (Education), M.Phil., Ph.D., Diploma in School Management, etc. of Savitribai Phule Pune University and other Universities. The teaching and non-teaching staff of the institution, sister institutions, and other nearby institutions doing In-service training programs are also available at the facility of the library of the institution.

The playground of the institution is huge (About 7 acres). The playground is maintained from time to time and updated for the student teacher. The sports equipment for indoor and outdoor games is purchased by the institution as per the requirement of the student teachers. Sports competitions and sports festivals are organized in the institution. Sports equipment is made available for the student teachers as per the requirement of the student teachers for playing on campus of the institution playground only.

Science equipment, chemicals, models, specimens, charts, etc. are made available from the Science laboratory for practicing lessons and demonstrating lessons to student teachers.

For the optimum utilization of physical facilities, the computer lab., playground, and multipurpose hall are shared with the sister institutions which are run on the same campus(Architecture, MBA, D.T.Ed., L.R.Shinde High School and Jr. College, Suryavanshi primary school).

File Description	Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: C. Any 6 of the above

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

5.1.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students’ grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document

5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: D. Any 1 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 19.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
40	19	4	11	8

File Description	Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document

5.2.2

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

Response: 13.54

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 13	
5.2.2.2 Number of outgoing students progressing from PG to M.Phil.	
5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.	
File Description	Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

5.2.3				
Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)				
Response: 8.21				
5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
22	05	03	04	00
File Description	Document			
Data as per Data Template	View Document			
Copy of certificates for qualifying in the state/national examination	View Document			

5.3 Student Participation and Activities

5.3.1
Student council is active and plays a proactive role in the institutional functioning
Response:
The University of Pune, on an annual basis, issues comprehensive guidelines to its affiliated colleges concerning the establishment and functioning of student councils. These directives aim at fostering

student engagement, leadership, and active participation within the college community. The role of student councils in these affiliated colleges is instrumental in facilitating a conducive learning environment, promoting holistic development, and bridging the gap between students and the administrative authorities. Here are the key points outlining the significance and functions of student councils in these institutions:

Guidelines and Formation:

The University encourages affiliated colleges to establish student councils through elections or a selection process as recommended by the University.

Student council formation usually takes place at the beginning of the academic year, inviting diverse students, including girls, to participate actively.

This representative platform plays a pivotal role in addressing concerns, initiating initiatives, and enhancing both the college and the broader community.

Functions and Responsibilities:

Student councils are responsible for planning, organizing, and executing various college activities, including academic, cultural, and sports events.

The council supports educators in implementing curricular and co-curricular activities, overseeing events like day celebrations, field trips, and annual gatherings.

Key positions within the student council include University representatives, class representatives, library committee members, sports coordinators, cultural activity heads, and a girls' representative.

Year-Round Engagement:

The student council remains active throughout the academic year, driving engagement in events like Shivajayanti, social gatherings, sports events, Marathi day celebrations, and Science Day observances. It serves as a communication bridge between college authorities and students, ensuring the smooth flow of information and decisions.

Contribution During Pandemic:

The student council played a vital role during the pandemic, acting as intermediaries between students and teachers. They identified challenges related to remote learning, such as the lack of necessary technological resources, and collaborated to find solutions.

Student council members communicated academic difficulties to mentors and the principal, contributing to a supportive learning environment.

Role in Decision-Making:

Student council members participate in meetings with the college society, representing student needs, grievances, and suggestions. Their representation in the college development committee gives them a

direct platform to interact with decision-makers and express their requirements.

Skill Development and Collaboration:

Participation in the student council fosters teamwork, collaboration, and leadership skills among student teachers. They learn practical skills while contributing to the enhancement of educational experiences and overall institutional development.

Voice for Student Concerns:

Student council members serve as a vital link between students and the administrative body.

They convey student grievances, feedback, and interests to the relevant authorities, advocating for student concerns during important decisions.

The student council acts as effective communication channels, ensuring student participation in decision-making processes and addressing their needs. Through their active engagement, student council members not only contribute to the development of their institution but also gain valuable skills and experiences that prepare them for their future roles in the teaching profession and beyond.

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

5.3.2

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

Response: 11

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

2021-22	2020-21	2019-20	2018-19	2017-18
09	02	08	23	13

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association of Shivaji Maratha Society's Adhyapak Mahavidyalaya has emerged as a cornerstone of institutional growth and development since its establishment under the Societies of Registration Act, 1860, with Registration No. 512/2011 on 19/03/2011. Over the years, the association has played a vital role in fostering a strong bond between past and present students, enriching the educational environment, and contributing to various dimensions of the institution's advancement. This report provides a systematic overview of the association's functioning, objectives, achievements, and its overall impact on the college.

Structure and Leadership: The Alumni Association operates within a well-defined framework governed by its bylaws. The election of members is conducted in adherence to these bylaws. Notably, the leadership roster comprises distinguished individuals, including Dr. Shrimant Kokate as President, Dr. Vijay Dhamne as Secretary, and Dr. Sandip Nikam as Treasurer. The presence of two esteemed faculty members further strengthens the leadership team. This leadership structure ensures effective decision-making, representation, and coordination of activities.

Objectives and Pursuits: The Alumni Association's objectives encompass a diverse spectrum of pursuits, underscoring its commitment to fostering both academic and holistic growth within the institution:

- Enhancing Interaction and Facilities:** A primary aim is to facilitate interaction between alumni and current students. This engagement provides a platform for knowledge exchange, exposure to real-world scenarios, and mentorship opportunities. Additionally, alumni contribute resources and facilities

that enhance the college's educational environment.

2. **Facility Modernization:** The association fervently supports modernizing and enhancing institutional facilities. Leveraging the expertise and resources of former students, the college maintains a dynamic and contemporary learning atmosphere.
3. **Training and Placements:** Alumni play a pivotal role in facilitating training, placements, and diverse prospects for current students. Their industry connections open doors to internships, job placements, and hands-on experiences.
4. **Financial Assistance:** The association extends financial support to the college, contributing to infrastructure development and program enhancements.
5. **Academic Study and Research:** In line with the institution's educational mission, alumni actively contribute to scientific and academic research. Their expertise across various disciplines bolsters the college's research capabilities.
6. **Events and Skill Development:** The association serves as a driving force behind events, seminars, conferences, and skill development programs. This ensures that students are well-informed about emerging trends and advancements in their respective fields.
7. **Community Engagement:** By encouraging educational, cultural, fundraising, and sports activities, the association adopts a comprehensive approach to education and personal development.
8. **Alumni Directory and Recognition:** The association maintains an updated alumni directory, highlighting outstanding achievements. This recognition not only honors alumni but also inspires current students.

Recent Contributions: Over the past five years, the Alumni Association's contributions have been substantial and noteworthy:

1. **Financial Support:** The association's financial assistance has played a pivotal role in advancing infrastructure and program enhancements, enriching the college's resources. Our Alumni give back to their alma maters, financially and otherwise. For their institutions to be healthy and protect themselves from interference from outside, financial autonomy is essential. Our students contribute to the alumni association fee that is utilized for the growth of the institution. (Proof uploaded). This amount is utilized for paying honorariums to the alumni who act as resource persons in various events.
2. **Placement and Internship Opportunities:** The association actively facilitates internships and placements for students. Seamless communication through platforms like WhatsApp has streamlined this process, ensuring premier placements. Our Alumni members encourage students, especially their family and friends, to consider their college as a higher-quality education provider. Our alumni members who act as principals, coordinators, and teachers in various institutions support the placement of our students in their educational institutions.
3. **Motivating New Students:** Through seminars, meetings, and interactions, the association instills confidence and informs students about educational trends and job market skills. Notable alumni like Shubham Rajmane and Prashant Panchal provide guidance, fostering a positive atmosphere within the

college.

4. **Curriculum and Teaching Feedback:** Alumni insights contribute to curriculum refinement, teaching methodologies, and research, ensuring ongoing relevance and quality. Support to Curriculum Delivery Our alumni provide expertise in developing innovative academic programs and revision of curriculum in the college. Alumni serve as guest lecturers, and advisors on statutory committees, and act as experts in the curriculum. Our B.Ed. Pass-out students come to college to present the demonstration of lessons to the B.Ed. I year students.
5. **Extension Activities:** Alumni participation in extension activities bridges theoretical learning with practical application. Alumni like Umesh Deshmukh and Dr. Hanumant Bhavari guide students during events like Marathi Day, contributing to holistic education, Sangita Mahajan organized a workshop on personality development for present student teachers.
6. **Skill-Oriented Courses:** Alumni recommendations drive the introduction of skill-oriented courses, aligning education with real-world demands.
7. **Guidance and Counselling:** Alumni provide invaluable guidance on careers, placements, and grievances. Prof. Vijay Londhe guided students for the CTET Exam.
8. **Leadership and Decision Making:** Alumni participation in academic bodies diversifies college governance, bringing in varied perspectives.
9. **Micro and Macro Lessons:** Alumni deliver lessons bridging theory and practice, enriching students' learning experiences. Our alumni Minakshi Mothe conducted a demo lesson for our student teachers.

Conclusion: In conclusion, the Alumni Association of Shivaji Maratha Society's Adhyapak Mahavidyalaya is an integral catalyst for institutional growth. By nurturing a robust alumni network, providing financial and infrastructural support, and contributing to multifaceted academic enrichment, the association demonstrates the enduring impact of alumni engagement in higher education. Their dedication significantly propels institutional excellence, growth, and holistic development. As the association continues its dynamic journey, it continues to exemplify the transformative power of collaboration between past and present students.

File Description	Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document

5.4.2

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

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Response: B. Any 4 or 5 of the above

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

5.4.3

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

Response: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	01	01	01	01

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

5.4.4

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

Response:

The College's Alumni Association holds an official status as a Society under the Societies Registration Act, of 1860. Its pivotal role in shaping the institution's advancement has been formally acknowledged, backed by its registration with the Assistant Registrar of Societies in Pune, under Registration No. 512/2011 dated 19/03/2011. This recognition has been instrumental in fostering a robust and enduring connection between the college and its former students.

The Alumni Association plays a central role by providing invaluable feedback. This symbiotic relationship between the association and the college administration has nurtured a dynamic and mutually beneficial interaction. Leveraging the accomplished positions of many alumni within nearby educational institutions, the association facilitates internships for current students. Distinguished alumni, occupying esteemed roles as Heads of Institutions and Academic Faculty, extend their support beyond academic mentorship, actively participating in significant events such as welcoming new students and parting farewells. The presence of esteemed alumni as Chief Guests further enhances the college's prestige.

Traditionally, an annual on-campus alumni gathering has provided a platform for shared experiences and interaction. However, the recent pandemic compelled adaptation, resulting in a virtual meet for the batch of 2009-2010. Beyond social interaction, the association is committed to holistic student and institutional development, exemplified by its encouragement for alumni to financially contribute to enhancing the college's infrastructure.

The Alumni Association's ambit spans diverse activities that yield mutual benefits for students and the institution. These encompass enlightening lectures on pertinent subjects such as 'Constitution Day' and Marathi Day Celebration, recognition for exceptional students and accomplished alumni, and targeted guidance sessions for pivotal teaching examinations. A distinctive aspect involves alumni directly engaging with student teachers, offering invaluable lesson guidance, and conducting demonstrative classes that prove integral for pedagogical growth.

Adapting to the digital age, the association employs WhatsApp groups as a conduit for sharing information on placements, procedures for higher education admissions, and pertinent career guidance. Alumni remain actively involved in college events, assuming roles as resources and speakers. Their shared wisdom and experiences serve as a wellspring of motivation for current students, instilling a driving ambition for excellence.

Alumni actively contribute to significant bodies such as the Internal Quality Assurance Cell and College Development Committee. Furthermore, the association's intrinsic role in providing career counseling adds depth to the institution's commitment to comprehensive growth.

In the preceding five years, the Alumni Association's contributions have transcended financial support. It has orchestrated enlightening lectures, commendation ceremonies, and pedagogical instruction for student teachers. The association's role in cultural event training upholds a sturdy connection between alumni and the institution.

It serves as a lifeline perpetuating connectivity beyond graduation, aiding the college in monitoring alumni placements, thereby enhancing its capacity to offer pertinent and impactful guidance to present students.

In essence, the Alumni Association stands as a harmonious bridge connecting the institution's past, present, and future. Its multifaceted contributions, spanning from financial support to astute career advice, play an integral role in nurturing a profound sense of pride, community, and achievement among both alumni and students.

File Description	Document
Documentary evidence in support of the claim	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Vision of Adhyapak Mahavidyalya, Aranyeshwar 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 a new era and work for the upliftment of the downtrodden.

Objectives of the Institution:

1. To develop responsible citizenship in students for a healthy democracy.
2. To enable the students to use skills in 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. The governance structure outlined reflects a well-thought-out approach to ensure effective leadership and participatory mechanisms within the institution, aligned with its vision and mission.

The components of this governance structure and contribution to the institution's goals are as follows:

1. College Development Committee (CDC):

The CDC is positioned as the apex body of college administration. Comprising members of the patron institute Shri Shivaji Maratha Society, Shukrwar Peth, Pune 2, the principal, senior faculty, non-teaching faculty, and student council nominees. The CDC meets regularly to discuss and review the college activities. This structure promotes collaboration and diverse perspectives in decision-making. The principal's presentation of activity reports and the subsequent discussions indicate transparency and accountability in governance.

IQAC (Internal Quality Assurance Cell):

IQAC represents the academic administration and serves as the next level of college management. The practice of decentralization and participative management indicates that decision-making is shared among various stakeholders, including the College Development Committee and IQAC. This approach helps ensure that decisions are informed by a wide range of perspectives and expertise.

Overall, the governance structure emphasizes the following:

- **Participation:** Involvement of various stakeholders, such as faculty, non-teaching staff, students, and external members, in decision-making processes through bodies like CDC and IQAC.
- **Transparency:** Regular reporting of activities and discussions during meetings fosters transparency in the institution's functioning.
- **Accountability:** The principal's presentation of reports and the CDC's review process establish accountability for the institution's actions and outcomes.
- **Alignment:** The governance structure is closely aligned with the institution's vision and mission, ensuring that decision-making and actions are in harmony with its goals.
- **Collaboration:** Collaboration among different bodies, such as CDC and IQAC, promotes effective communication and coordination, enhancing the institution's overall effectiveness.

In both IQAC and CDC, decision-making is a collective effort, and these decisions are communicated regularly to all relevant stakeholders. Each member is assigned specific roles and responsibilities, ensuring the effective execution of tasks. The college principal plays a guiding role in overseeing various activities and providing direction. Additionally, the management offers support to accomplish the institution's set goals, demonstrating a commitment to enhancing the college's quality and development. This collaborative approach fosters a well-structured and coordinated environment within the institution.

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

6.1.2

Institution practices decentralization and participative management

Response:

The college's organizational structure has a carefully orchestrated hierarchy that facilitates efficient management and nurtures a collective sense of ownership among its staff. This hierarchical framework outlines specific roles and responsibilities, creating a seamless structure for operational effectiveness. At the pinnacle of this structure lies the Governing Body, the highest authority in the college's governance system. Comprising influential stakeholders, this body fosters an environment of openness and inclusivity, engaging both teaching and non-teaching staff. Through dialogue and collaboration, a culture of shared effort emerges, aimed at enhancing institutional processes.

Biannual meetings of the Governing Body mark the rhythm of this communication, convened to deliberate on crucial matters or urgent needs. These sessions feature the Principal as a central figure, presenting comprehensive activity reports. These reports serve as a foundation for discussions, enabling stakeholders to contribute valuable insights that refine operational procedures.

The Principal serves as a pivotal link between the Governing Body and the broader college staff. Regular interactions with faculty and staff cultivate an atmosphere of open dialogue. This inclusive approach ensures decisions are well-informed and representative of collective wisdom. Additionally, the Principal shoulders the responsibility of steering the college towards its objectives, guided by guidance and suggestions from the Governing Body.

The power structure extends beyond the apex, encompassing the College Development Committee and the Internal Quality Assurance Cell (IQAC) as successive tiers. These entities embody the institution's commitment to participatory governance and decentralized decision-making. Collaborative efforts with these bodies align decisions with the college's developmental trajectory and quality assurance standards.

Academic responsibilities are equitably distributed among teaching faculty based on established workload norms. Each academic year begins with the formation of committees to oversee academic, co-curricular, and extra-curricular activities. These committees form the pulse of the institution, propelling its dynamic essence. Responsibilities are communicated through routine staff assemblies, orchestrated by departmental heads who vigilantly oversee departmental operations, guiding staff toward effective role fulfillment.

The administrative domain is overseen by the Senior Clerk, supervising Junior Clerks, Junior Assistants, and Class IV personnel. This collective endeavor ensures the seamless continuation of administrative functions, upholding the institutional apparatus.

Central to the college's management philosophy is an unwavering dedication to decentralization and participatory decision-making. This ethos permeates the institution, distributing power across the hierarchy, with roles and responsibilities meticulously delineated at each level. This strategic framework empowers staff and nurtures a collective sense of responsibility for the college's journey forward.

In essence, the college's management framework embodies a finely crafted chain of authority and responsibility. The Governing Body facilitates collaboration and engagement, acting as the nucleus of decision-making. The Principal bridges the gap between the apex and the workforce, ensuring decisions are insightful and inclusive. The College Development Committee and IQAC exemplify participatory management. The institution's commitment to balanced work distribution, committee-driven initiatives, and proactive departmental leadership enriches its organizational fabric. By championing decentralization and participation, the college unites its stakeholders, propelling continuous advancement and growth.

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

6.1.3

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

Response:

The institution underscores transparency in both its financial and administrative operations, as well as in its academic processes. This commitment is demonstrated through a series of measures aimed at ensuring openness and accountability.

Financial and Administration Transparency:

- 1. Auditing Processes:** The institution employs a rigorous auditing mechanism to ensure financial integrity. Internal audits are conducted at the close of each fiscal year, facilitated by an internal auditor, K.B. Salunke & Co., appointed by the parent institute. Additionally, an external auditor, designated by the State, undertakes the audit process.
- 2. Addressing Audit Concerns:** The institution diligently addresses any concerns raised in the audit reports. This includes rectifying objections and compiling a compliance report, which is submitted to the Parent Institute and subsequently to the Joint Director of Higher Education in Pune.
- 3. Administrative (CDC) Meeting:** An annual meeting gathers the Principal and CDC Members to discuss both administrative and financial matters. This platform serves as a forum for decision-making, ensuring collaboration, and effective financial management and administration.
- 4. Transparency via Web Portals:** To promote financial and administrative transparency, the institution regularly uploads its Financial and Administrative details onto government websites such as the Management Information System (MIS) and the All India Survey on Higher Education (AISHE). This information is also accessible on the institution's official website, further enhancing visibility.

Academic Transparency:

- 1. Open Evaluation System:** The College has adopted an open evaluation system to assess internal coursework. At the start of each academic year, well-defined marking schemes are put in place for all course-related activities. Students are introduced to these marking schemes before beginning their assignments. Importantly, marking schemes are provided along with the submissions, along with qualitative comments, ensuring transparency and equity in the assessment process. At the end of the year, a proforma detailing the performance of each student

is generated. This proforma is meticulously reviewed and signed by the student teacher, mentor, and principal, ensuring a comprehensive and validated assessment of the student's academic progress and achievements.

2. **Internal Assessment Committee:** The institution's commitment to academic transparency is underscored by the presence of an Internal Assessment Committee. This committee ensures the maintenance of a transparent evaluation system, upholding the institution's dedication to fairness and objectivity.
3. **External Academic Assessment:** The college collaborates with the Savitribai Phule Pune University (SPPU) to assess academic work at the conclusion of each academic year along with a visit of the AAA audit committee. This external evaluation further reinforces the institution's commitment to transparency and high academic standards.

In summary, the institution's commitment to transparency is evident across multiple dimensions. Financial and administrative processes are subject to internal and external audits, with compliance reports shared with relevant authorities. Similarly, in the academic realm, open evaluation practices, clear marking schemes, and the presence of an Internal Assessment Committee all contribute to academic transparency. Collaborative external assessments by SPPU serve as an additional layer of verification.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

In pursuit of academic and infrastructure excellence, the College Development Committee (CDC) and the Parent Institution follow a comprehensive perspective plan, overseen by the Internal Quality Assurance Cell (IQAC) during CDC meetings. This plan encompasses various aspects of college operations, including teaching and learning enhancement, transparent evaluation processes, research development, library and ICT resource strengthening, curriculum refinement, diverse teaching methods, and streamlined examinations. The college promotes a culture of continuous improvement, engaging students and faculty in research and learning experiences, with a focus on transparency and innovation. In the academic year 2021-2022, Prof. Kalekar Sunil conducted an ICT Skill Enhancement Workshop for students and faculty, emphasizing the institution's dedication to excellence. Further workshop details are as follows:

Name Of the Workshop: ICT Skill Enhancement Workshop

Date: June 6, 2022 to June 11, 2022

Facilitator: Prof. Kalekar Sunil

Workshop Schedule:

1. June 6, 2022 - Google Drive (12:00 PM to 1:30 PM) :

The workshop kicked off with a session on utilizing Google Drive effectively. Participants learned how to utilize this powerful cloud-based platform for storing, organizing, and sharing documents and files.

1. June 7, 2022 - Google Forms and Google Quiz (12:00 PM to 1:30 PM):

This session focused on creating and utilizing Google Forms and converting them into quizzes for online evaluation.

1. June 8, 2022 - Online Boards (Jamboard and Padlet) (12:00 PM to 1:30 PM): Prof. Kalekar Sunil introduced participants to online board tools like Jamboard and Padlet, showcasing their utility in virtual classrooms.

2. June 9, 2022 - Interactive Gaming Tools (12:00 PM to 1:30 PM):

Participants explored interactive game-based tools such as Quizziz and Kahoot, learning how to create engaging learning experiences.

1. June 10, 2022 - Video Making (Mobile Screen Cast and Screen Cast-O-Matic) (12:00 PM to 1:30 PM):

This session provided insights into video creation using mobile screen casting and Screen Cast-O-Matic.

1. June 11, 2022 - Interactive Teaching Tools (Mentimeter, Pear Deck, Mir) (12:00 PM to 1:30 PM):

The workshop concluded with an exploration of interactive teaching tools, including Mentimeter, Pear Deck, and Mir.

Workshop Duration:

The workshop spanned a total of 30 hours, divided into:

- 9 hours of workshop training
- 20 hours of hands-on activities
- 1 hour for showcasing the learned skills and content

Workshop Outcomes:

By the end of the workshop, participants were expected to achieve the following outcomes:

- Create e-content in the form of Google Docs, Slides, Forms, and videos.

- Develop interactive games using Quiz and Kahoot.
- Utilize online boards for effective teaching and learning.

This workshop provided valuable insights and practical skills that will empower educators to adapt to the digital landscape of education and create engaging and interactive learning experiences for their students. Prof. Kalekar Sunil's guidance and expertise were instrumental in making this workshop a success, equipping participants with the tools they need for effective digital teaching.

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

6.2.2

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

Response:

Our institution, part of the 'Shri Shivaji Maratha Society, Pune-2', operates efficiently with clear policies and administrative structures. The Governing Council shapes policies and oversees the college's overall functioning. Academic policy is developed considering national education policies with input from alumni, students, parents, and faculty. This input is subsequently scrutinized by the Principal, Internal Quality Assurance Cell (IQAC), and College Development Committee (CDC).

Infrastructural development involves collaboration between the College Development Committee, the institution head, and guidance from the Governing Council. Stakeholders like the Principal, IQAC, department heads, committees, and office staff work harmoniously for seamless operations. Each individual's contributions and responsibilities align within a coordinated structure that ensures the institution's smooth operation.

Appointment and Service Rules

The Appointment and Service Rules at our institution are designed to uphold fairness, inclusivity, and equal opportunity. Our merit-based appointment process ensures that qualified individuals are selected for various roles. These rules provide clear guidelines to create an environment where faculty and staff can thrive, outlining their expectations, responsibilities, and benefits. This fosters a conducive work atmosphere that supports both personal and professional growth.

Procedures and Quality Assurance

Procedures and Quality Assurance are integral to maintaining educational standards. Our procedures encompass admission processes, academic planning, assessment, and co-curricular activities. To ensure consistent quality, we employ various quality assurance mechanisms like internal audits, peer reviews, and feedback loops. These practices guarantee that our institution continuously enhances its offerings and sustains a high level of education.

Professional Development and Training

We highly value Professional Development and Training for our faculty and staff. Through workshops, seminars, conferences, and training programs, we enhance teaching methodologies, subject knowledge, and research skills. These initiatives nurture the continuous growth of our academic environment, allowing us to stay abreast of the latest pedagogical advancements.

Student Support and Guidance

Our commitment to Student Support and Guidance enriches our institutional functioning. Mentorship programs, counseling services, and career guidance create an environment where students can thrive academically and personally. These support mechanisms contribute to a positive and fulfilling learning experience, fostering successful outcomes for our aspiring educators.

Inclusive Practices and Diversity

Inclusive Practices and Diversity are fundamental to our values. We promote an inclusive learning environment that acknowledges diversity and caters to diverse learning needs. By doing so, we prepare our future teachers to effectively engage with a wide range of student populations, enhancing their capacity to create impactful learning experiences.

Technology Integration

Leveraging Technology Integration, we optimize administrative tasks, communication, and instruction. Online platforms and digital resources enhance our teaching and learning processes. This tech-savvy approach also streamlines administrative efficiency, contributing to the overall effectiveness of our institution

Thus the efficient and effective functioning of our institutional bodies is evident through the formulation of well-considered policies, organized administrative setup, adherence to appointment and service rules, and the rigorous procedural approach. The Governing Council's oversight and collaborative efforts across various committees and cells emphasize the commitment to maintaining a high standard of operation, guided by a holistic vision for the institution's growth and development.

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

6.2.3

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

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**
- 7.Biometric / digital attendance for students**

Response: B. Any 5 of the above

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

6.2.4

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

Response:

The college's organizational structure is vital for efficient operation and achieving academic and administrative goals. Key cells like IQAC, Vishakha, Grievance Cell, Career & Counseling Cell, Placement Cell, Anti-Ragging Cell, and Alumni Association, contribute significantly to the college's progress and effectiveness.

Cell	Objectives	Activities
IQAC Cell	<ul style="list-style-type: none"> - Guide departments for effective program implementation - Coordinate among stakeholders for smooth functioning - Assist in securing grants for college development - Update ICT facilities for all 	<ul style="list-style-type: none"> - Programs for senior citizens - Women empowerment programs - Lectures, workshops - Development of computer and I.T. labs - Seminars and conferences.
Vishakha	<ul style="list-style-type: none"> - Organize personality development programs for female 	<ul style="list-style-type: none"> - Lectures by lady officers and doctors

	<ul style="list-style-type: none"> student teachers. - Address issues faced by them. - Provide career guidance and counseling. 	<ul style="list-style-type: none"> - Awareness sessions on women's rights - Meditation for mental health.
Grievance Cell	<ul style="list-style-type: none"> - Understand and address problems of students, staff - Suggest and implement remedies 	<ul style="list-style-type: none"> - Updating computer laboratories - Providing digital cameras and tape recorders - Expanding the library's collection.
Career & Counseling Cell	<ul style="list-style-type: none"> - Understand and address student problems. - Organize career-oriented lectures and workshops. - Provide guidance and counseling. 	<ul style="list-style-type: none"> - Lecture series - Personal counseling - Workshops on guidance and counseling.
Placement Cell	<ul style="list-style-type: none"> - Support students in career choices - Provide job opportunities - Collaborate with alumni for placements. 	<ul style="list-style-type: none"> - Providing student information to schools and institutions - Informing alumni about vacancies - Organizing alumni meetings
Anti Ragging Cell	<ul style="list-style-type: none"> - Prevent ragging - Enforce rules and regulations - Take action against ragging cases. 	<ul style="list-style-type: none"> - Lectures on anti-ragging laws - Poster competitions /exhibitions - Street plays against ragging.
Alumni Association	<ul style="list-style-type: none"> - Connect past students of the institute - Provide alumni with college facilities - Organize skill development programs - Seek contributions for college development. 	<ul style="list-style-type: none"> - Alumni lectures on relevant topics - Felicitation of meritorious students and accomplished alumni - Guidance sessions for exams - Alumni involvement in teaching and demonstrations.

Report - Alumni Association Activity

On February 7, 2022, Adhyapak Mahavidyalaya, in collaboration with the Alumni Association of Adhyapak Mahavidyalaya in Aranyeshwar organized a highly informative online lecture on the Central Teacher Eligibility Test (CTET). Prof. Vijay Londhe, a distinguished educator and alumni member, led the session, aiming to provide aspiring teachers with a comprehensive grasp of the CTET exam's significance and effective preparation strategies.

Prof. Londhe's expertise in teaching methodologies and examination patterns, coupled with his alumni status, lent credibility to the lecture. The program covered various aspects, including an introduction to CTET, exam syllabus, and pattern, emphasizing subject prioritization, time management, and regular practice. Subject-specific guidance for both Paper-I and Paper-II was provided, with tips on Child Development and Pedagogy, Mathematics, Environmental Studies, Language, and Science.

The lecture's highlight included sample questions and mock tests simulating the CTET exam environment, enabling attendees to assess their progress and develop effective exam strategies. An interactive session allowed participants to seek clarification on exam preparation, study materials, and specific content areas. Conducted via Google Meet, the event offered accessibility and convenience.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Non-Monetary Welfare Measures for Teaching and Non-Teaching Staff:

1. Leave Sanction for Personal Work and Attendance :

The institution recognizes the importance of work-life balance and provides readily sanctioned leave to both teaching and non-teaching staff for attending to personal matters. This policy acknowledges the need for flexibility in the staff's schedules to address personal responsibilities.

2. Professional Development Opportunities:

The college invests in the continuous growth of its staff by encouraging their participation in refresher courses, orientation programs, and seminars. These initiatives not only enhance their subject knowledge and teaching skills but also foster a culture of lifelong learning.

3. Promotion of Research and Publications:

Faculty members are actively encouraged to engage in research activities and publish their work. This support not only contributes to the advancement of their careers but also enriches the academic environment of the institution.

4. Free Wi-Fi Facility:

The provision of free Wi-Fi demonstrates the institution's commitment to creating a technologically enabled environment. This facilitates research, teaching, and administrative tasks, enhancing overall efficiency.

5. Dedicated Workspaces and Library Facilities:

The institution recognizes the importance of conducive workspaces. Faculty and staff are provided with dedicated cabins and workspaces, ensuring privacy and focus. Additionally, separate spaces in the library are designated for reading and computer use, catering to their professional needs. Faculty can access books and resources related to pedagogy, teaching methodologies, and professional development to improve their teaching skills.

6. Separate Parking Facilities:

Recognizing the convenience and practicality, separate parking areas are designated for teaching and non-teaching staff. This contributes to a well-organized and accessible campus.

7. CCTV Surveillance for Enhanced Security:

The installation of CCTV cameras in both internal and external areas of the campus is a proactive measure to ensure the safety and security of the college premises. The college demonstrates its commitment to the well-being of its staff and students by monitoring and maintaining these security measures.

8. Water Filter Unit for Health and Hygiene:

The provision of a water filter unit with a cooler is a thoughtful initiative to promote the health and well-being of students, faculty, and other stakeholders. Access to clean and safe drinking water contributes to a healthier campus environment.

9. Hygienic Washrooms for Staff:

The provision of separate clean and hygienic washrooms for both female and male staff members reflects the institution's commitment to maintaining a comfortable and inclusive workplace.

Monetary Welfare Measures for Teaching and Non-Teaching Staff:

1. Provident Fund (PF) Facility:

The college extends financial security measures by offering a Provident Fund facility to its staff. This not only serves as a long-term savings option but also ensures financial stability for the future.

2. 'Patpedhi System' for Financial Support:

The implementation of a 'Patpedhi system' signifies the institution's dedication to supporting its staff members during times of financial need. This system likely provides loans and other financial assistance, showcasing a compassionate approach to employee welfare. Thus college prioritizes work-life balance, growth, security, and support for staff.

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

6.3.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

6.3.3

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

Response: 5**6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	0	1	1

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

6.3.4**Percentage of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes****Response: 25.45****6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	4	1	1

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

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

Response:

The institute follows a comprehensive appraisal system in line with UGC and Joint Director guidelines. Faculty submits performance-based reports to IQAC. IQAC compiles and presents reports to the principal for thorough verification.

1. Faculty Reporting to IQAC:

- Faculty members compile and submit performance-based appraisal reports to IQAC.
- IQAC collects and presents these reports to the principal for verification.

2. Holistic Engagement:

- Faculty, HODs, Librarian, and Cell- In charge of submitting Annual Proformas to IQAC.
- Involvement of academic and administrative staff in the appraisal process.

3. CAS Advancement Process:

- Faculty seeking CAS advancement submit PBAS forms to the CAS Committee.
- CAS Committee evaluates these forms, comprising representatives from Maharashtra's Joint Director and Savitribai Phule Pune University.
- Approved PBAS forms are shared with the Principal and Joint Director for transparency in the promotion process.

4. Confidential Reports:

- All teaching and non-teaching staff submit Confidential Reports to the Principal.
- Comprehensive assessment of individual contributions and effectiveness.

5. Daily Diary Practice:

- Staff members maintain daily diaries, documenting activities and achievements.
- Weekly submission of diaries to the Principal.
- Promotes accountability, self-assessment, and continuous improvement.

6. IQAC's Review Role:

The IQAC (Internal Quality Assurance Cell) plays a crucial role in reviewing the faculty's performance through the following key points:

- **Regular Reviews of Progress:**

The IQAC consistently assesses both administrative and academic advancements within the institution. This involves monitoring the overall growth and development of the faculty members in terms of their teaching, research, and other professional activities.

- **Scrutiny of Departmental and Office Performance:**

The IQAC examines the functioning of various departments and administrative offices. It evaluates how well they are operating, including factors such as efficiency, responsiveness to stakeholders, and adherence to established policies and procedures.

- **Evaluation of Reports:**

The IQAC reviews reports generated from its assessments and evaluations. These reports likely contain data and analyses related to faculty performance, departmental operations, and other aspects of the institution's functioning. The IQAC examines the findings to identify strengths, weaknesses, opportunities, and challenges.

- **Involvement of Principal and Management:**

The reports and evaluations conducted by the IQAC are presented to the Principal and the institution's management. This step ensures that the insights and recommendations provided by the IQAC are considered at higher decision-making levels. The Principal and management team can then use this information to make informed choices for improvement and strategic planning.

Constructive Feedback Loop: Constructive Feedback Loop involves a cyclic process that fosters improvement within an institution.

- **Feedback Communication:** Insights gathered from assessments are shared with relevant departments. This ensures clear identification and communication of areas needing improvement.
- **Addressing Shortcomings:** Feedback pinpoints specific weak points. Departments use it to grasp weaknesses, enabling them to strategize effective solutions.
- **Encouraging Corrective Actions:** Armed with feedback, departments are motivated to correct issues. They take measures to align with best practices and institutional goals.

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

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

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

1. Internal Auditor:

- The institute engages K.B. Salunke & Co., an internal auditor appointed by the parent institute, to conduct the statutory audit.
- The internal auditor's role extends to the assessment of the institute's financial records, aiming to identify errors and discrepancies.
- Additionally, the internal auditor guides the administrative staff in maintaining precise and accurate financial records, ensuring a reliable basis for financial decision-making.

2. External Auditor:

- The institute's financial activities are audited by an external auditor, appointed by the state government.
- The primary objective of the external audit is to ensure transparency, verify adherence to financial regulations, and ensure the accuracy of reported financial information.

1. Compliance with External Audit Objections:

- The institute takes a proactive stance toward addressing objections raised during the external audit process.
- These objections are treated with utmost priority, and the institute commits to responding within a stipulated timeframe of 15 days, demonstrating its commitment to timely resolution.

2. Fulfillment of Audit Report Objections:

- The institute takes a serious approach to objections raised in audit reports, regardless of whether they are internal or external in nature.
- A concerted effort is made to rectify these objections, ensuring alignment with financial regulations and best practices.

3. Submission of Compliance Report:

- Upon successfully addressing the audit objections, the institute compiles a comprehensive compliance report.
- This report undergoes an internal review by the Parent Institute to validate its accuracy and completeness.
- Furthermore, the compliance report is shared with the Joint Director of Higher Education, Pune, for an external review, reinforcing transparency and accountability.

In summary, the institute's audit mechanism follows a structured process with the following key components:

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

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
Link for additional information	View Document

6.4.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

6.4.3

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

Response:

In the realm of educational institutions, the strategies employed for the mobilization of funds and the meticulous allocation of resources hold paramount significance. This involves a meticulous interplay between financial management practices and administrative protocols. In this context, the strategies implemented by the institution are illuminated in a multi-dimensional manner:

1. Salary Grant Disbursement:

The cornerstone of the institution's financial resources lies in the salary grant bestowed by the state government of Maharashtra. This grant is pivotal in facilitating the payment of employee salaries, rendering it a pivotal financial lifeline. The strategy here hinges on swift and well-coordinated actions following the grant's reception:

- **Receiving the Salary Grant:** The institution's first step involves the acquisition of a salary grant from the state government. This forms the bedrock of the financial inflow.
- **Seeking Permission from the Society:** An institutional safeguard is erected through the process of seeking permission from the Shri Shivaji Maratha Society for the disbursal of salaries. This not only establishes a layer of accountability but also underscores the commitment to the appropriate utilization of funds.
- **Timely Salary Crediting:** Once the approval is secured, the institution promptly dispenses the salaries into the bank accounts of employees. This expedient approach ensures that the financial resources are effectively channeled to the workforce, facilitating the smooth functioning of the institution.

2. Donations and Scholarships Distribution:

Diversifying the financial landscape, the institution also receives contributions in the form of donations and scholarships. This introduces an additional facet to the strategies enacted for resource mobilization and allocation:

- **Precise Record-keeping:** A meticulous approach is adopted in documenting and accounting for the donations and scholarships procured. This diligent record-keeping not only ensures

transparency but also aids in strategic financial planning.

- **Directing Donations to Prizes:** Donations designated for annual prizes are judiciously channeled to student teachers. Beyond the monetary value, this practice fosters a culture of academic excellence, while concurrently emphasizing the institution's commitment to utilizing funds as intended.
- **Scholarship Disbursement:** Scholarships, crucial for supporting students, are disbursed via cheques. This methodological approach underscores accountability and traceability while facilitating financial aid to deserving recipients.

The college confirms that no other funds have been received during the academic years. This indicates a clear awareness of the financial inflows and outflows, helping to maintain financial transparency and accountability. In synthesis, the institution's strategies underscore not only the mobilization of funds but also their effective utilization. By ensuring timely salary disbursement, transparent handling of donations and scholarships, and diligent monitoring of financial inflows, the institution aspires to achieve optimal resource utilization. The commitment to responsible financial management resonates through its actions, epitomizing the institution's dedication to its workforce, students, and overall sustainability.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

In our college, the unwavering commitment to quality education is demonstrated through the establishment of the Internal Evaluation and Moderation Committee and the inception of the Internal Quality Assurance Cell (IQAC). The collaborative endeavors of the IQAC and the College Development Committee (CDC) play a pivotal role in ensuring the holistic excellence of various institutional processes.

1. Establishment of Quality Assurance Committees:

- The institution's devotion to quality education is evident through the creation of the Internal Evaluation and Moderation Committee and the IQAC in 2003.
- The CDC specializes in financial and administrative aspects, while the IQAC is focused on augmenting academic excellence.

2. Diverse Activities and Practical Approaches:

- Collaborating with the committee, the IQAC orchestrates a spectrum of activities and practicals annually, tailored to each course's distinct requirements.
- Embracing the Choice-Based Credit System (CBCS), the institution empowers student teachers to choose from 2-3 practicals per course, aligning with their preferences.
- Activities span across subjects and encompass seminars, group discussions, presentations, MCQ tests, assignments, and tutorials, all harmonized with the curriculum.

3. Structured Evaluation and Technological Integration:

- Evaluation schemes are transparently declared, providing an organized framework to guide educators and students in the assessment process.
- Technology is interwoven into teaching and learning, equipping students to actively participate in lessons.
- To bolster readiness, the institution curates question banks to benefit students.

4. Holistic Engagement and Social Initiatives:

- The IQAC goes beyond academic responsibilities by organizing socially oriented initiatives and fostering a sense of social responsibility among students.
- For instance, activities like visits to old age homes, Kamayani schools, and Blind Schools, along with Cleanliness Campaigns and AIDS Awareness Rallies, are conducted. These initiatives encourage students to engage with society, promoting holistic development beyond academics.

5. Recognition of Effective Activities:

- The AAA Committee acknowledges the impact of internal activities undertaken during the academic year.
- Notable activities encompass a value-added course to enhance ICT skills among student teachers and lectures by alumni to orient them on Teacher Eligibility Test (TET) exams.

6. Advancement of Educator and Student Skills:

- The IQAC is committed to enhancing the competence of both teacher educators and student
- Carefully planned workshops, academic audits, and extension activities facilitate skill development and expertise.
- For instance, workshops on 'Online Teaching Tools,' ICT Skill Enhancement Workshops are conducted to empower educators and learners with relevant skills and knowledge.

7. Transition to Online Teaching-Learning:

- The unique challenge of the academic year 2020-2021 prompted a swift shift to online teaching and learning.
- The IQAC facilitated brainstorming and discussions among teacher educators, enabling the B.Ed. program to transition to online, blended, and hybrid modes effectively.
- To facilitate the educational transformation, innovative tools such as Google Meet and Zoom technology-based teaching and learning platforms were introduced. These tools have played a pivotal role in supporting educators and students, enabling a seamless transition to digital education.

In the face of evolving educational landscapes, the institution's steadfast dedication to quality education remains resolute.

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

6.5.2

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

Response:

Our college has established a comprehensive process for reviewing and enhancing the Teaching-Learning Process, which is in accordance with the guidelines set by Savitribai Phule Pune University. This process ensures the continuous improvement of teacher education programs and is executed through a well-structured internal evaluation mechanism. The following points outline the steps taken by the institution for this purpose:

- 1. Internal Evaluation and Moderation Committee:** The college has constituted an internal evaluation and moderation committee responsible for overseeing the evaluation process. This committee collaborates with the Internal Quality Assurance Cell (IQAC) to design and implement various activities and practicals throughout the academic year.
- 2. Activity Planning and Practical Implementation:** The IQAC, in coordination with the committee, devises a range of activities and practicals for each course. Since the curriculum follows the Choice Based Credit System (CBCS), a list of 2-3 practicals is provided for each course. Students are allowed to choose any one practical from the list, promoting flexibility and engagement. Recognizing the diverse nature of subjects, the institution plans a variety of activities such as seminars, group discussions, presentations, poster presentations, multiple-choice question (MCQ) tests, assignments, and tutorials. These activities are aligned with the syllabus to ensure a holistic learning experience.

3. **Transparent Evaluation Scheme:** Prior to the commencement of activities, the college declares the evaluation schemes, offering students a clear understanding of the expectations and criteria for successful completion. This transparency fosters a sense of preparedness among students.
4. **Question Bank Preparation:** To aid students' preparation, the institution takes the initiative to create a question bank. This resource equips students with valuable insights into the types of questions that could be asked during assessments.
5. **Internal Audit of Evaluation Work:** At the end of the academic year, the internal audit of the evaluation work is conducted. This step ensures the consistency and fairness of the evaluation process. It allows the institution to identify areas for improvement and implement necessary changes.
6. **Counseling and Support:** Recognizing that some students might face challenges in completing the activities, the internal evaluation committee and IQAC extend support through counseling. This personalized assistance is geared toward helping struggling students overcome obstacles and meet the requirements.
7. **External Audit by SPPU:** As a part of the validation process, an external audit is conducted by Savitribai Phule Pune University. This audit evaluates the effectiveness of the institution's evaluation and moderation processes, ensuring alignment with university standards.
8. **Accolades from the AAA Committee:** The efforts put in by the college have garnered commendable feedback from the AAA (Academic & Administrative Audit) committee. This recognition serves as a testament to the institution's commitment to maintaining high-quality education standards.

In conclusion, the Adhyapak Mahavidyalaya, Aranyeshwar, has instituted a comprehensive and well-structured process for reviewing the Teaching-Learning Process in alignment with the guidelines of Savitribai Phule Pune University. The involvement of internal evaluation and moderation committees, as well as the collaboration with IQAC, showcases the institution's dedication to providing a holistic and enriching learning experience for aspiring teachers.

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

6.5.3

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

Response: 3.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	5	4	2

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: A. Any 4 or more of the above

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

6.5.5**Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives****Response:****First Cycle :**

Adhyapak Mahavidyalaya, Aranyeshwar, Pune 9 has taken several measures to sustain and enhance the quality of education and overall development after the first cycle of Assessment and Accreditation (2003-2010). These measures span across various aspects, including staff and student development, governance, social engagement, collaborations, research, consultancy, extension activities, and infrastructure. Let's elaborate on these measures:

1. Regular Meetings and Development Programs:

The institution emphasizes regular communication through meetings with staff and students. Various developmental and recreational programs such as guest lectures and field visits are organized. Feedback is gathered after each program to ensure continuous improvement. The Local Management Committee (LMC) conducts regular meetings with staff to discuss strategies and improvements.

2. Governance and Leadership Enhancement:

Addressing the recommendations from the previous assessment report, the institution has focused on the growth of non-teaching staff through relevant development programs. Innovative approaches are encouraged to enhance the quality of education. The institution has also decentralized administration, leading to increased responsibility and accountability among staff.

3. Student engagement and social activities:

Adhyapak Mahavidyalaya, Aranyeshwar, Pune 9 prioritizes student engagement and social impact. Involving B.Ed. student teachers in projects aiding senior citizens reflects the institution's dedication to societal well-being. The institute's collaboration with adults and continuing education from Pune University indicates a commitment to creating impactful programs that address these issues. Surveys in old age homes and nearby areas illuminated senior citizens' specific struggles. The initiative involved several key components.

- Programs: Workshops (shibirs) for seniors fostered interaction, community, and support.
- Feedback: Senior citizens' insights were actively sought, shaping initiatives.
- Personal Interaction: Student teachers engaged seniors, showing genuine care.
- Empowerment: Seniors shared experiences, enriching learning.
- Responsibility: Participation cultivated community responsibility.
- Social Service: Temple cleaning, yoga training, and medical lectures were organized. This holistic approach embodies compassion and prepares student teachers as active citizens. The collaborative partnership reflects the institution's commitment to bettering senior citizens' lives and society.

4. Collaborations and Linkages:

The institution established collaborations with organizations like 'Manas Bharati' and 'Intervida.' A national-level conference on 'teacher-taught relationship' was organized in association with Manas Bharati. Linkages with YCMOU offered M.A. Education and M.Ed. courses. 'Intervida' aided M.Ed. students in completing research and placed student teachers in schools, fostering practical experience.

5. Research, Consultancy, and Extension Activities:

The institution has focused on research and consultancy by inviting experts to orient staff and students for research work. The library houses a repository of M.Ed. and M.Phil. research for guidance and review. Visits to relevant institutions are organized for M.Ed. students. Additionally, various initiatives such as surveys for senior citizens' issues, welfare programs, and health camps reflect the institution's extension activities.

6. Quality Sustenance and Enhancement Measures:

The institution aims to enhance the quality of education by involving student teachers in research projects. Lecture series and workshops on research methodology have been conducted. The institution encourages teacher educators to participate in workshops and conferences related to their subjects. A research committee guides staff members in undertaking research, leading to recognition as guides for Ph.D. and M.Phil. courses.

Thus institution's commitment to quality enhancement is evident through a comprehensive approach encompassing student engagement, faculty development, collaborations, research, and infrastructure improvements.

Second Cycle :

Adhyapak Mahavidyalaya, Aranyeshwar, Pune 9, has implemented various measures to enhance the quality of education and overall development following the second cycle of Assessment and Accreditation (2011-present). These measures encompass several aspects, including infrastructure development and human resource development.

(I) Infrastructural Development:

- 1. Establishment of Smart Classrooms:** The college has set up smart classrooms to facilitate modern and interactive teaching methods.
- 2. Well-Equipped Computer Laboratory:** A fully equipped computer laboratory has been established, providing students with access to essential technological resources.
- 3. Purchase of Educational Software:** The college has invested in educational software like K-yan to enhance technology-based teaching and learning.
- 4. Library Upgradation:** The library's automation has been upgraded with the implementation of auto-lib software, improving access to academic resources.
- 5. Biometric Attendance Tracking:** Biometric software has been installed to monitor and record staff attendance efficiently.

(II) Human Resource Development:

1. **Collaborations with Other Institutes:** Adhyapak Mahavidyalaya has actively forged collaborations with twelve well-established education colleges and two social organizations (NGOs) through Memorandums of Understanding (MoUs).
2. **Faculty and Student Exchange Programs:** The college has leveraged these collaborations to implement faculty and student exchange programs, enriching the academic experience for both staff and students.
3. **Lectures by Principal and Experienced Faculty:** Dr. B. G. Chaugule, the college's principal, has delivered lectures on subjects like stress management, personality development, and emotional intelligence in various colleges as part of these MoUs. Similarly, experienced faculties from other colleges have contributed to the enrichment of education at Adhyapak Mahavidyalaya.
4. **Research and Ph.D. Recognition:** After the second cycle of accreditation, five faculty members have successfully completed their Ph.D. degrees and are now recognized as Ph.D. guides by Savitribai Phule Pune University (SSPU). Three students have been awarded Ph.D. degrees, and nine students have received M.Phil degrees under the guidance of Dr. B.G. Chaugule. Seven students are currently pursuing their Ph.D. degrees under the guidance of Dr. Shubhangi Kurhade.
5. **Continued Academic Pursuits:** Prof. Kalekar Sunil and Prof. Patil Yoesh are actively pursuing their Ph.D. degrees from Savitribai Phule Pune University (SSPU), Pune, and Shivaji University, Kolhapur, respectively. Last year, Dr. Jadhav Shobha received a Ph.D. from Savitribai Phule Pune University under the guidance of Dr. Deepak Chavan. Additionally, Prof. Khatate Prajakta completed her LLB degree and a Diploma in Cyber Law, further enhancing her expertise in relevant areas.

These initiatives reflect the college's commitment to enhancing the quality of education, promoting research, and fostering collaborations to provide a holistic educational experience to its students and faculty

File Description	Document
Relevant documentary evidence in support of the claim	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

The institution has established a robust energy policy, centered around effective strategies for energy conservation and the adoption of alternative energy sources to meet its power requirements. The outlined measures encompass:

- 1. Efficient Appliance Use:** All members of the college community are encouraged to switch off lights and appliances when not in use.
- 2. Lighting Efficiency:** The institution promotes the use of energy-efficient lighting options, including Halogen incandescent bulbs, compact fluorescent lights (CFLs), and light-emitting diode bulbs (LEDs).
- 3. Mindful Hot Water Usage:** Hot water is recommended for essential purposes only.
- 4. Optimal Water Consumption:** A conscious effort is made to use water judiciously and in appropriate quantities.
- 5. Green Campus Initiative:** The college campus is adorned with trees and shrubs, with structures in shaded areas consuming up to 10% less electricity compared to those exposed to direct sunlight.
- 6. Prudent Computer Usage:** Computers are advocated for specific needs, as continuous usage consumes more energy than an energy-efficient refrigerator.
- 7. Energy-Saving Mode:** Computers, monitors, and copiers are programmed to enter sleep mode when idle, resulting in a reduction of approximately 40% in energy costs.
- 8. Natural Light Utilization:** The college infrastructure is thoughtfully designed with ample windows to harness natural light, significantly reducing the need for energy consumption.
- 9. Lighting Upgrades:** Traditional tube lights have been replaced with energy-efficient CFL bulbs and LED tubes whenever possible, contributing to electricity conservation.
- 10. Awareness Campaign:** Educational messages promoting electricity conservation are prominently displayed in all classrooms, fostering awareness among students and encouraging responsible electricity usage.
- 11. Integration in Education:** Energy conservation is seamlessly integrated into daily classroom discussions by educators, emphasizing its significance.

12. Fuel Conservation Lecture: An informative lecture focusing on fuel conservation was organized, featuring expert guidance and practical demonstrations for student teachers.

13. Unplugging Practice: Projectors, televisions, computers, and smartboards are unplugged after use to prevent unnecessary energy consumption.

In unwavering adherence to this comprehensive energy policy, the institution underscores its dedication to sustainable energy practices and the cultivation of a greener environment.

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

7.1.2

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

Response:

Waste Management Procedure-The waste management procedure provides a detailed step-by-step guide for implementing the waste management policy. This procedure breaks down the practical aspects of waste management, including:

Waste Segregation: Instructions on how different types of waste should be separated at the source to facilitate recycling and proper disposal.

Collection and Storage: Guidelines for collecting, storing, and labeling waste in designated containers to prevent cross-contamination and ensure safe handling.

Recycling and Reuse: Procedures for identifying recyclable materials and methods for promoting reuse within the institution.

Disposal: Instructions for disposing of different types of waste in accordance with applicable regulations, whether through landfill, incineration, composting, or other methods.

Training and Education-Plans for educating staff, students, and other stakeholders about waste management practices and their importance.

Monitoring and Reporting: Methods for regularly monitoring waste management activities, evaluating their effectiveness, and preparing reports for internal and external stakeholders.

A well-defined waste management policy and procedure can significantly contribute to an institution's efforts to reduce its environmental footprint, improve resource efficiency, and foster a culture of sustainability. It's important to regularly review and update these documents to reflect changing

regulations, advancements in waste management technology, and evolving best practices

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

7.1.3

Institution waste management practices include

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

Response: B. Any 3 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

Response: C. Any 2 of the above

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

7.1.5

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

Response:

Our institute always plans and promotes a clean and environmentally friendly campus. Such practices are crucial for creating a sustainable and healthy learning environment. Here's a summary of the key points from your description:

No Vehicle Day: The college celebrates "No Vehicle Day" on the last working day of each month, encouraging students, teachers, and staff to use public transportation instead of private vehicles.

Cleanliness and Sanitation: The college has a dedicated team of class 4 servants responsible for maintaining the cleanliness of the entire campus. Men's and women's toilets are cleaned twice a day, and a designated person ensures hygiene in the toilets. The wastewater is recycled and used for watering the campus trees.

Water Supply and Conservation: The college provides sufficient water supply to all toilets. Wastewater is recycled for irrigation purposes, promoting water conservation.

E-Vehicles: The principal encourages the use of e-vehicles and bicycles to promote eco-friendly transportation options.

Green Cover and Landscaping: The campus boasts beautiful greenery and garden landscaping. A gardener maintains the plants through regular pruning and training. Our campus has different lawn areas and hedges. Different flowering plants add to the beauty of the campus. There are different wild trees as well which add to the beauty of the campus and yield shade.

Plastic-Free Environment: The campus is plastic-free, with the use of plastic being highly discouraged. Students and staff are oriented towards avoiding plastic.

Sanitization and Hygiene: Cleaning staff regularly sanitize bathrooms, classes, and common areas twice a day. Cleaning supplies are provided in each room, and dustbins are strategically placed around the campus.

Green Campus Program: The college organizes a Green Campus program, engaging students in activities like tree planting, discussions on sustainable development, and conservation of natural resources.

A separate staff is appointed for the cleanliness of common verandas and passages. The washrooms are clean on a daily basis and it is seen that proper hygiene is maintained in all common rooms and washrooms. Overall, Adhyapak Mahavidyalaya Aranyeshwar is committed to maintaining a clean, green, and sustainable campus environment. These efforts not only contribute to the well-being of the students and staff but also set a positive example for the community and future generations.

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

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: D. Any 1 or 2 of the above

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

7.1.7

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

Response: 13.24

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.01	0.02	0.03	6.93	0.006

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

7.1.8

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

Response:

Our college is committed to promoting environmental sustainability and awareness through various

initiatives within its picturesque campus. One of its notable endeavors is an annual tree plantation drive, which coincides with significant occasions like Republic Day and Independence Day. Additionally, special college events serve as opportunities to plant new trees. To ensure the well-being of older trees on the premises, the college collaborates with experts from the Pune Municipal Corporation, ensuring they do not pose any risk to the college infrastructure. Furthermore, the institution efficiently utilizes wastewater to nourish the plants, demonstrating its commitment to eco-friendly practices.

The college extends its dedication to sustainable development by actively educating its student teachers through orientation programs. These programs engage participants in diverse activities that raise awareness about the importance of preserving natural resources. Moreover, they shed light on the escalating pollution levels and the associated health hazards. As part of their educational journey, student teachers even take to the streets, organizing and performing street plays in nearby Sahakarnagar. These plays focus on critical themes such as energy conservation, water preservation, pollution reduction, and the principles of recycling and reusing.

Given India's rich and diverse multicultural fabric, encompassing religious, racial, cultural, and linguistic diversity, it becomes imperative to foster an inclusive environment. Adhyapak Mahavidyalaya Aranyeshwar recognizes this need and strives to provide students with insights into environmental awareness, resource management, and community cohesion. The institution's efforts go beyond academics, aiming to promote harmony and goodwill among its predominantly rural student body. The college's extensive engagement initiatives, involving faculty, students, and non-teaching staff, have had a commendable impact on the community. These endeavors regularly include a range of activities aimed at instilling values of tolerance and cultural harmony, directly influencing societal perspectives.

The college takes the opportunity to commemorate key national events like Independence Day, Republic Day, and Gandhi Jayanti with deep reverence. Through these celebrations, the institution encourages profound values such as life, love, integrity, fraternity, and patriotism, significantly shaping the students' outlook on life and society.

Ultimately, Adhyapak Mahavidyalaya Aranyeshwar's mission is to nurture emerging values among its student teachers. This preparation equips them to navigate the intricate web of social, cultural, economic, and environmental dynamics present at both local and global levels. The institution places a strong emphasis on cooperation and mutual understanding within the multifaceted context of India's diverse landscape, ensuring that its graduates are well-prepared to contribute positively to society.

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

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff,

and conducts periodic programmes to appraise adherence to the Code through the following ways

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

Response: D. Any 1 of the above

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

7.2 Best Practices

7.2.1

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

Response:

Title of the Best Practice -Awareness program regarding Menstruation

Objectives of the Practice:

1. To give detailed information about physical health hygiene to girls in school.
2. To provide scientific information about menstruation as a natural field to school girls.
3. To give detailed information to school girls about menstruation and superstitions in the society in that context.

Context-

Today in the twenty-first era, it was decided to remove the many misconceptions about menstruation in society and provide scientific information to school girls with the help of trained workers through student

teachers and Samaj Bandh.

Practice-

Since 2016, an NGO called SamajBandh has been working to create awareness about the misconceptions about women's menstruation. With the help of this organization, detailed information about women's menstrual cycle was given through this program in schools around the college.

Problems Encountered and Resource-

1. While giving guidance regarding menstruation, it was realized that the girls were not talking about this topic.
2. Even in homes with well-educated parents, it was felt that there are many misconceptions regarding menstruation.
3. Samajbandh realized that there was a shortage of trained volunteers.

2. Title of best practice- Celebration of 150th Birth Anniversary of Mahatma Gandhi Jayanti

Objectives of the practice:

It has been observed that nowadays, the young generation is forgetting the principles of The Great Mahatma Gandhi. The practice of these principles is helpful in shaping our nation. To keep in view this thought the college has decided to observe the 150th Birth Anniversary of Mahatma Gandhi.

The objectives of the activity are as follows-

- 1. To impart the whole education of the body, mind, and soul.**
2. To acquaint the student teachers with the principles of Mahatma Gandhi.
3. To help the student teachers to observe the principles of Mahatma Gandhi.
4. To impart the knowledge of Gandhi's skill to handle various problems by using non-cooperation.
5. To acquaint the student teachers with the literature of Mahatma Gandhi.

Context-

The college developed this programme to celebrate of 150th Birth Anniversary of Mahatma Gandhi -The father of the nation. This will help our students to not only showcase their talents but also develop in them a feeling of patriotism and national pride.

The practice-

The college organized the program as follows -

1. The lecture was organized which states the life sketch of Mahatma Gandhi.
2. The exhibition of books written by Gandhiji was organized.
3. The essay writing competition was organized.
4. A street play that described the nervousness of Gandhiji about the present condition of society was conducted in college as well as in the surroundings of the college.

Evidence of success: Students are increasingly taking an interest in this practice. The students attend this program despite their packed schedule of usual classes and practical work.

Problem Encountered:

Some students were so mischievous that they avoided the program and they were reluctant to participate in it. But our faculty convinced them and ultimately they agreed and made the program successful.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Our college stands apart due to its remarkable commitment to innovation and change, aligning with its overarching vision and mission. The institution's mission is centered around the development of future teachers as social engineers, equipped with essential skills to uphold the values of a strong and healthy democracy. Their empowerment is crucial to tackle the challenges of the evolving era and to uplift the marginalized sections of society. To realize this mission, the college constantly engages in proactive efforts.

The institution's vision focuses on uplifting the downtrodden, viewing student teachers as catalysts for societal transformation. These young minds are envisioned as social engineers, entrusted with the task of reconstructing and advancing society through education. Drawing students from diverse socio-economic backgrounds, including rural and less privileged areas, the college serves as a bridge that supports their growth.

With the awareness that many student teachers hail from rural backgrounds despite the college's urban location, there lies an inherent struggle in acclimating to city life, adapting to fellow students, and honing teaching abilities. However, the institution's training methodology aims to equip them with confidence and comprehensive preparation, making them adept in both urban and rural contexts.

In the pursuit of nurturing 21st-century skills, the curriculum is strategically designed. It caters to the distinctive needs of these aspiring teachers, facilitating their development in a holistic manner. A significant number of students display academic excellence, which not only positions them favorably for employment in prestigious institutions and organizations but has also resulted in successful qualifications in exams such as NET, CTET, and TET. Many have already entered the professional sphere, while others are engaged in higher education pursuits.

The dedication and sincerity exhibited by both teachers and students are undeniable. Their collective efforts are geared towards achieving educational goals and personal growth. The institution thrives on fostering an all-round development of character and personality, promoting values beyond mere academic excellence. Furthermore, students are equipped with a profound understanding of social responsibility and environmental sustainability. The college actively imparts knowledge about the current environmental crisis and encourages eco-friendly practices through initiatives like energy conservation, waste management, and tree-planting campaigns.

In conclusion, the college's unique endeavors and unwavering commitment to its vision and mission set it apart. By cultivating social engineers from diverse backgrounds, empowering them with skills, and instilling values of social responsibility and sustainability, the institution plays a pivotal role in shaping a brighter future for both its students and society at large.

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

5. CONCLUSION

Additional Information :

Adhyapak Mahavidyalaya, Aranyeshwar has a history of 55 years in teacher education. Ours is one of the pioneer colleges under the umbrella of the esteemed Savitribai Phule Pune University. The college has developed a set of practices in teacher education which are guidelines for other new teacher education institutions in Maharashtra. The teaching staff is learned and continuously engaged in learning new practices in teacher education and implementing new classroom pedagogies. We inculcate values reflected in the “Constitution of India” by organizing different activities in our college. Apart from the regular curriculum, they are trained on important issues in the 21st century like ‘Energy literacy’ and ‘Human Rights’. The student teachers are given inputs on ‘Sustainable development’ and ‘Social Intelligence’. The student teachers are given experience in Action research during the 2-year training program. The library provides all the necessary resources for the same. They are provided with vocational guidance for getting better placements. Personality development programs are organized for them. The students passing out from our institution take away the flagship of modern educational practices to their respective institutions.

We train our student teachers to update their ICT skills. We have plans to go digital. We want to establish our own Learning Management system (LMS) that will facilitate teaching learning in Blended and Hybrid mode as well. In the coming future, we are going to establish a studio for developing our e-content. Teacher educators are collecting inputs for developing MOOCs that will enrich our curriculum.

The college has various resources for running the Integrated Teacher Education Program as well. Seminars and Lecture series are organized to give an insight to our student teachers about NEP2020. We wish to metamorphose in the light of NEP and adopt to new courses like 4-year integrated B.A. B.Ed., B.Com. B.Ed. and B.Sc. B.Ed. program. The college administration is positive about the forthcoming changes and with the help of government support, our college will continue shining in the field of teacher education.

Concluding Remarks :

The institution meticulously follows SPPU guidelines, ensuring a dynamic educational environment through diverse teaching methods. The curriculum aims to nurture committed, competent educators who excel in their profession. Students choose pedagogy and optional courses aligned with their interests, promoting a blend of theory and practicum to develop practical teaching skills alongside personal and professional attributes.

Our college prioritizes a transparent admission process. Faculty members play pivotal roles, admitting meritorious students while accommodating reservations, and promoting inclusivity. Interactive teaching techniques, assignments, group discussions, and continuous evaluation engage students in higher-order thinking. The college emphasizes a feedback-driven improvement process, utilizing ICT resources to enrich learning experiences. Internships and practice teaching plans foster collaboration with school staff, preparing student teachers for diverse learning needs.

Recognizing the importance of research, the institute secured funding for minor research projects, fostering a culture of research among faculty and student teachers. Support for book writing, paper presentations, and participation in conferences reflects our commitment to academic exploration. The institution facilitates M.Phil. and Ph.D. programs and introduces students to research, providing guidance and

well-equipped library resources. Outreach programs focus on social service, and active participation in national priority programs underscores our dedication to societal well-being.

State-of-the-art facilities, including LCD projectors, smart boards, and computer labs, enhance teaching and learning. The college's computerized library and free book bank support students. Multiple labs, multi-purpose rooms, and a spacious playground enrich the learning environment. ICT facilities are regularly updated.

Beyond academics, the college provides career counseling, academic skill enhancement, and e-content resources, ensuring holistic student development. A democratically elected student council, placement cell, and alumni engagement support student well-being and future prospects. The institution actively encourages higher education and competitive examination preparation. Co-curricular activities and societal engagement, including rallies and campaigns, foster responsible citizenship.

In summary, Adhyapak Mahavidyalaya, Aranyeshwar, is dedicated to excellence, innovation, and holistic education. Our commitment to academic rigor, research culture, and societal engagement sets a high standard. We work in line with the mission of 'Upliftment of the Downtrodden' and continuously evolve, emphasizing transparency, accountability, and student support, ensuring comprehensive student development and continued contributions to the education landscape.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.1.2	<p>At the institution level, the curriculum planning and adoption are a collaborative effort;</p> <p>Indicate the persons involved in the curriculum planning process during the last completed academic year</p> <ol style="list-style-type: none"> 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni <p>Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: E. Any 1 or none of the above</p>																														
1.2.1	<p>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</p> <p>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>27</td> <td>30</td> <td>30</td> <td>29</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>27</td> <td>30</td> <td>30</td> <td>29</td> </tr> </tbody> </table> <p>1.2.1.2. Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	28	27	30	30	29	2021-22	2020-21	2019-20	2018-19	2017-18	28	27	30	30	29	2021-22	2020-21	2019-20	2018-19	2017-18					
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2021-22	2020-21	2019-20	2018-19	2017-18																											
1.2.2	Average Number of Value-added courses offered during the last five years																														

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
42	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
42	0	0	0	0

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

Structured feedback is obtained from

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

Answer before DVV Verification : B. Any 4 of the above

Answer After DVV Verification: E. Any 1 or none of the above

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

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: E. Feedback not collected

Remark : HEI has not provided the filled feedback form and documents as per NAAC SOP

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
36	26	27	24	26

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
44	36	34	35	27

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
04	01	05	00	01

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
04	01	00	00	00

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

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

7. Multilingual interactions and inputs

Answer before DVV Verification : C. Any 3 of the above
 Answer After DVV Verification: C. Any 3 of the above

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

Answer before DVV Verification : As an institutionalized activity in accordance with learner needs
 Answer After DVV Verification: As an institutionalized activity in accordance with learner needs

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	6	6	6	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
06	06	06	06	05

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

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

Answer before DVV Verification : 99
 Answer after DVV Verification: 63

Remark : as per pdf in supporting documents value updated

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

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

	<p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>
2.3.6	<p>Institution provides exposure to students about recent developments in the field of education through</p> <ol style="list-style-type: none"> 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global <p>Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: C. Any 3 of the above</p>
2.4.1	<p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none"> 1. Organizing Learning (lesson plan) 2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology Use and Integration 5. Organizing Field Visits 6. Conducting Outreach/ Out of Classroom Activities 7. Community Engagement 8. Facilitating Inclusive Education 9. Preparing Individualized Educational Plan(IEP) <p>Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: E. Any 1 or none of the above</p>
2.4.2	<p>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</p> <ol style="list-style-type: none"> 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms

	<p>6. Visualising differential learning activities according to student needs</p> <p>7. Addressing inclusiveness</p> <p>8. Assessing student learning</p> <p>9. Mobilizing relevant and varied learning resources</p> <p>10. Evolving ICT based learning situations</p> <p>11. Exposure to Braille /Indian languages /Community engagement</p> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: E. Any 1 or none of the above</p>
2.4.3	<p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none"> 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ 4. Classroom teaching learning situations along with teacher and peer feedback <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above</p>
2.4.4	<p>Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses</p> <ol style="list-style-type: none"> 1. Teacher made written tests essentially based on subject content 2. Observation modes for individual and group activities 3. Performance tests 4. Oral assessment 5. Rating Scales <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 or 4 of the above Remark : Data updated as per supporting documents.</p>
2.4.5	<p>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</p> <ol style="list-style-type: none"> 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources

	<p>5. Evolving learning sequences (learning activities) for online as well as face to face situations</p> <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: E. Any 1 or none of the above</p>
2.4.6	<p>Students develop competence to organize academic, cultural, sports and community related events through</p> <ol style="list-style-type: none"> 1. Planning and scheduling academic, cultural and sports events in school 2. Planning and execution of community related events 3. Building teams and helping them to participate 4. Involvement in preparatory arrangements 5. Executing/conducting the event <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: B. Any 4 of the above</p>
2.4.7	<p>A variety of assignments given and assessed for theory courses through</p> <ol style="list-style-type: none"> 1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above</p>
2.4.10	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 1. Classroom teaching 2. Mentoring 3. Time-table preparation 4. Student counseling 5. PTA meetings 6. Assessment of student learning – home assignments & tests 7. Organizing academic and cultural events 8. Maintaining documents 9. Administrative responsibilities- experience/exposure 10. Preparation of progress reports <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : as per documents provided by HEI</p>
2.4.12	<p>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</p> <ol style="list-style-type: none"> 1. Self 2. Peers (fellow interns) 3. Teachers / School* Teachers

	<p>4. Principal / School* Principal 5. B.Ed Students / School* Students</p> <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : C. Any 2 or 3 of the above Answer After DVV Verification: C. Any 2 or 3 of the above</p>
2.4.13	<p>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</p> <ol style="list-style-type: none"> 1. Effectiveness in class room teaching 2. Competency acquired in evaluation process in schools 3. Involvement in various activities of schools 4. Regularity, initiative and commitment 5. Extent of job readiness <p>Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: E. None of the above</p>
2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <ol style="list-style-type: none"> 1. Display of internal assessment marks before the term end examination 2. Timely feedback on individual/group performance 3. Provision of improvement opportunities 4. Access to tutorial/remedial support 5. Provision of answering bilingually <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: E. None of the above</p>
2.7.4	<p>Performance of outgoing students in internal assessment</p> <p>2.7.4.1. Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year Answer before DVV Verification : 83 Answer after DVV Verification: 75</p>
3.1.3	<p>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</p> <ol style="list-style-type: none"> 1. Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

	<p>Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: D. Any 1 of the above</p>																				
3.1.4	<p>Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include</p> <ol style="list-style-type: none"> 1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations 2. Encouragement to novel ideas 3. Official approval and support for innovative try-outs 4. Material and procedural supports <p>Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: D. Any 1 of the above</p>																				
3.3.1	<p>Average number of outreach activities organized by the institution during the last five years..</p> <p>3.3.1.1. Total number of outreach activities organized by the institution during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>3</td> <td>2</td> <td>4</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>1</td> <td>3</td> <td>4</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	15	3	2	4	5	2021-22	2020-21	2019-20	2018-19	2017-18	2	2	1	3	4
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2021-22	2020-21	2019-20	2018-19	2017-18																	
2	2	1	3	4																	
3.3.2	<p>Percentage of students participating in outreach activities organized by the institution during the last five years</p> <p>3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>92</td> <td>40</td> <td>50</td> <td>59</td> <td>95</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>10</td> <td>5</td> <td>15</td> <td>20</td> </tr> </tbody> </table> <p>Remark : HEI has not provided attendance sheets or lists of students . Value updated as per 3.3.1 and related documents</p>	2021-22	2020-21	2019-20	2018-19	2017-18	92	40	50	59	95	2021-22	2020-21	2019-20	2018-19	2017-18	10	10	5	15	20
2021-22	2020-21	2019-20	2018-19	2017-18																	
92	40	50	59	95																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
10	10	5	15	20																	
3.3.3	<p>Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the</p>																				

last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
90	40	60	84	87

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
90	40	60	84	87

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

	<ol style="list-style-type: none"> 1. Local community base activities 2. Practice teaching /internship in schools 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education 4. Discern ways to strengthen school based practice through joint discussions and planning 5. Join hands with schools in identifying areas for innovative practice 6. Rehabilitation Clinics 7. Linkages with general colleges <p>Answer before DVV Verification : C. Any 3 or 4 of the above Answer After DVV Verification: C. Any 3 or 4 of the above</p>																				
4.1.2	<p>Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.</p> <ol style="list-style-type: none"> 4.1.2.1. Number of classrooms and seminar hall(s) with ICT facilities Answer before DVV Verification : 04 Answer after DVV Verification: 06 4.1.2.2. Number of Classrooms and seminar hall(s) in the institution Answer before DVV Verification : 06 																				
4.1.3	<p>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</p> <ol style="list-style-type: none"> 4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs) Answer before DVV Verification: <table border="1" data-bbox="308 1153 1046 1288"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>0.04150</td> <td>0.04150</td> <td>0.04150</td> <td>0.04150</td> <td>0.04150</td> </tr> </table> Answer After DVV Verification : <table border="1" data-bbox="308 1366 1046 1500"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>0.04</td> <td>0.04</td> <td>0.04</td> <td>0.04</td> <td>0.04</td> </tr> </table> 	2021-22	2020-21	2019-20	2018-19	2017-18	0.04150	0.04150	0.04150	0.04150	0.04150	2021-22	2020-21	2019-20	2018-19	2017-18	0.04	0.04	0.04	0.04	0.04
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.04150	0.04150	0.04150	0.04150	0.04150																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.04	0.04	0.04	0.04	0.04																	
4.2.3	<p>Institution has subscription for e-resources and has membership/ registration for the following</p> <ol style="list-style-type: none"> 1. e-journals 2. e-Shodh Sindhu 3. Shodhganga 4. e-books 5. Databases <p>Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: D. Any 1 of the above</p>																				
4.2.4	<p>Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)</p>																				

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.14934	0.05060	00	00	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.14	0.05	00	00	00

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

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

Answer before DVV Verification : 25

Answer after DVV Verification: 25

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

Answer before DVV Verification : 44

Answer after DVV Verification: 44

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

Answer before DVV Verification : 36

Answer after DVV Verification: 36

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

Answer before DVV Verification : 47

Answer after DVV Verification: 47

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

Answer before DVV Verification : 37

Answer after DVV Verification: 37

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

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

Answer before DVV Verification : D. Any 1 of the above

Answer After DVV Verification: D. Any 1 of the above

4.3.3	<p>Internet bandwidth available in the institution</p> <p>4.3.3.1. Available bandwidth of internet connection in the institution, in MBPS Answer before DVV Verification : 1000 Answer after DVV Verification: 1000</p>																				
4.4.1	<p>Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="308 633 1046 763"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>3.73072</td> <td>0.32629</td> <td>15.68037</td> <td>25.54819</td> <td>7.05863</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 846 1046 976"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>3.73</td> <td>0.32</td> <td>15.68</td> <td>25.54</td> <td>7.05</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	3.73072	0.32629	15.68037	25.54819	7.05863	2021-22	2020-21	2019-20	2018-19	2017-18	3.73	0.32	15.68	25.54	7.05
2021-22	2020-21	2019-20	2018-19	2017-18																	
3.73072	0.32629	15.68037	25.54819	7.05863																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
3.73	0.32	15.68	25.54	7.05																	
5.1.1	<p>A range of capability building and skill enhancement initiatives are undertaken by the institution such as:</p> <ol style="list-style-type: none"> 1. Career and Personal Counseling 2. Skill enhancement in academic, technical and organizational aspects 3. Communicating with persons of different disabilities: Braille, Sign language and Speech training 4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two 5. E-content development 6. Online assessment of learning <p>Answer before DVV Verification : B. Any 4 or 5 of the above Answer After DVV Verification: B. Any 4 or 5 of the above</p>																				
5.1.2	<p>Available student support facilities in the institution are:</p> <ol style="list-style-type: none"> 1. Vehicle Parking 2. Common rooms separately for boys and girls 3. Recreational facility 4. First aid and medical aid 5. Transport 6. Book bank 7. Safe drinking water 8. Hostel 9. Canteen 10. Toilets for girls 																				

	<p>Answer before DVV Verification : B. Any 7 of the above Answer After DVV Verification: C. Any 6 of the above Remark : Value updated as per attachment</p>
<p>5.1.3</p>	<p>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</p> <ol style="list-style-type: none"> 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies 2. Details of members of grievance redressal committees are available on the institutional website 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students 4. Provision for students to submit grievances online/offline 5. Grievance redressal committee meets on a regular basis 6. Students' grievances are addressed within 7 days of receiving the complaint <p>Answer before DVV Verification : B. Any 5 of the above Answer After DVV Verification: C. Any 3 or 4 of the above Remark : Data updated as per supporting documents.</p>
<p>5.1.4</p>	<p>Institution provides additional support to needy students in several ways such as:</p> <ol style="list-style-type: none"> 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident) <p>Answer before DVV Verification : B. Any 3 or 4 of the above Answer After DVV Verification: D. Any 1 of the above</p>
<p>5.2.2</p>	<p>Percentage of student progression to higher education during the last completed academic year</p> <ol style="list-style-type: none"> 5.2.2.1. Number of outgoing students progressing from Bachelor to PG. Answer before DVV Verification : 13 Answer after DVV Verification: 13 5.2.2.2. Number of outgoing students progressing from PG to M.Phil. Answer before DVV Verification : 0 5.2.2.3. Number of outgoing students progressing from PG / M.Phil to Ph.D. Answer before DVV Verification : 6 Answer after DVV Verification: 0

<p>5.3.2</p>	<p>Average number of sports and cultural events organized at the institution during the last five years</p> <p>5.3.2.1. Number of sports and cultural events organized at the institution during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>10</td> <td>02</td> <td>08</td> <td>27</td> <td>13</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>09</td> <td>02</td> <td>08</td> <td>23</td> <td>13</td> </tr> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	10	02	08	27	13	2021-22	2020-21	2019-20	2018-19	2017-18	09	02	08	23	13
2021-22	2020-21	2019-20	2018-19	2017-18																	
10	02	08	27	13																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
09	02	08	23	13																	
<p>5.4.2</p>	<p>Alumni has an active role in the regular institutional functioning such as</p> <ol style="list-style-type: none"> 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support <p>Answer before DVV Verification : B. Any 4 or 5 of the above Answer After DVV Verification: B. Any 4 or 5 of the above</p>																				
<p>6.2.3</p>	<p>Implementation of e-governance are in the following areas of operation</p> <ol style="list-style-type: none"> 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5. Examination System 6. Biometric / digital attendance for staff 7. Biometric / digital attendance for students <p>Answer before DVV Verification : A. Any 6 or more of the above Answer After DVV Verification: B. Any 5 of the above</p>																				
<p>6.3.3</p>	<p>Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.</p>																				

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	0	1	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	0	1	1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	4	2	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	4	1	1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	5	4	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	5	4	2

6.5.4 Institution engages in several quality initiatives such as

	<p>1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements</p> <p>2. Timely submission of AQARs (only after 1st cycle)</p> <p>3. Academic Administrative Audit (AAA) and initiation of follow up action</p> <p>4. Collaborative quality initiatives with other institution(s)</p> <p>5. Participation in NIRF</p> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>
7.1.3	<p>Institution waste management practices include</p> <p>1. Segregation of waste</p> <p>2. E-waste management</p> <p>3. Vermi-compost</p> <p>4. Bio gas plants</p> <p>5. Sewage Treatment Plant</p> <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above</p>
7.1.4	<p>Institution has water management and conservation initiatives in the form of</p> <p>1. Rain water harvesting</p> <p>2. Waste water recycling</p> <p>3. Reservoirs/tanks/ bore wells</p> <p>4. Economical usage/ reduced wastage</p> <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: C. Any 2 of the above</p>
7.1.6	<p>Institution is committed to encourage green practices that include:</p> <p>1. Encouraging use of bicycles / E-vehicles</p> <p>2. Create pedestrian friendly roads in the campus</p> <p>3. Develop plastic-free campus</p> <p>4. Move towards paperless office</p> <p>5. Green landscaping with trees and plants</p>

	<p>Answer before DVV Verification : D. Any 1 or 2 of the above Answer After DVV Verification: D. Any 1 or 2 of the above</p>																				
7.1.7	<p>Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0.018500</td> <td>0.025000</td> <td>0.03535</td> <td>6.93024</td> <td>0.006</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0.01</td> <td>0.02</td> <td>0.03</td> <td>6.93</td> <td>0.006</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	0.018500	0.025000	0.03535	6.93024	0.006	2021-22	2020-21	2019-20	2018-19	2017-18	0.01	0.02	0.03	6.93	0.006
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.018500	0.025000	0.03535	6.93024	0.006																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0.01	0.02	0.03	6.93	0.006																	
7.1.9	<p>Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways</p> <ol style="list-style-type: none"> Code of Conduct is displayed on the institution’s website Students and teachers are oriented about the Code of Conduct There is a committee to monitor adherence to the Code of Conduct Professional ethics programmes for students, teachers, administrators and other staff are organized periodically <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above</p>																				

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>99</td> <td>100</td> <td>95</td> <td>100</td> <td>76</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>99</td> <td>100</td> <td>95</td> <td>100</td> <td>76</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	99	100	95	100	76	2021-22	2020-21	2019-20	2018-19	2017-18	99	100	95	100	76
2021-22	2020-21	2019-20	2018-19	2017-18																	
99	100	95	100	76																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
99	100	95	100	76																	
1.3	<p>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</p> <p>Answer before DVV Verification:</p>																				

2021-22	2020-21	2019-20	2018-19	2017-18
39	39	39	39	39

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
50	50	50	50	50

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
96	89	96	62	73

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
100	95	93	76	32

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
99	100	95	100	76

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
99	100	95	100	76

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	12	12	12

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	13	13	13	13

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

Answer before DVV Verification:

--	--	--	--	--

2021-22	2020-21	2019-20	2018-19	2017-18
3.73	1	15.68	25.54	7.05

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3.7	1	15.6	25.5	7.05

3.2 **Number of Computers in the institution for academic purposes..**
 Answer before DVV Verification : 50
 Answer after DVV Verification : 50