SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

VIDYA PRATISHTHAN'S COLLEGE OF EDUCATION, VIDYANAGARI, BARAMATI DIST- PUNE

VIDYANAGARI, BARAMATI, DIST - PUNE
413133
www.vpedu.org.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

'Vidya Pratishthan', a dream of rural development through quality education, seen by our visionary leader. Hon. Shri Sharadchandraji Pawar is turned into reality now. Realizing the absolute necessity of providing value based as well as modern education to kith and kin of villagers, Vidya Pratishthan started to work in 1972, keeping attuned with its aim and objectives, stepped in Higher Education by inception of 'Vidya Pratishthan's College of Education' in 1990. The beginning was meagre, but not the vision. The college like the parent body has grown from a sapling to a big, shady baniyan tree. It is a self-financed college, approved by NCTE and affiliated to Savitribai Phule Pune University, Pune, from 2015. College got 2F and 12B from UGC, Delhi. Our college is the first accredited B. Ed. College with B++ Grade (81.90) in Maharashtra and also the first one, which took initiatives in insisting different norms for accreditation of B. Ed. College. It has reaccredited by NAAC, with B Grade (CGPA--2.96). At present, college offers two years B. Ed. Course in Education and has two divisions of 50 students each, offering Marathi and English mediums of instruction separately. College has well qualified teaching staff & the team is headed by Principal Dr. Sangita Ramakant Gaikwad.

A tradition of bright academic success is our pride. The curricular and co-curricular activities runs in college was appreciated by Savitribai Phule Pune University and our yearly magazine. "Vidyashree" was felicitated three times by the University. To meet the purpose of placing the students for right jobs, "Placement Cell" is working with its full spirit. With the aim of helping the students in proper direction to crash the competitive exams, college established "Carreer Katta" in collaboration with Maharashtra State Government Higher & Technical Education Department & MIT in Technolgy Assistance Centre.

Even in pandemic situation overcoming many obstacles, college has successfuly implemented all essential academic activities as well as beyond curriculum activities through online mode.

Vision

Vision Statement

"To be the best teacher training institute, which will be an absolute landmark in rural Education."

To be an absolute landmark in rural education.

To provide best teacher training which include unique learning experiences.

To inspire a lifelong love of learning by creating lessons that are exiting, authentic, engaging and relevant to the lives of student teacher.

To ensure among student teacher importantance of team work, time management, good moral conduct, quality practices and peaceful coexistence.

To produce human resources of exceptional leadership quality to serve nation, in making future citizen.

Mission

Mission

"To Produce competent, committed, professional teachers and develop responsible citizens who will work as agents of social change in the society."

- To imbibe the ten core elements and ten values as specified in the B. Ed. Curriculum.
- To develop a feeling of accountability as a teacher towards the profession.
- To develop higher order thinking skills in order to overcome the challenges of the twenty first century.
- To create amongst the student teachers, awareness about the changing needs of the contemporary world.
- To enable the student teachers to develop technically sound teaching strategies.
- To ensure the sharing and optimum use of all available resources.
- To involve the student teachers in selfless community service.
- To acquaint the student teachers with globally changing trends for being a global citizen.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strengths

Visionary and Progressive Management

With inspiration of the illustrious visionary, Hon. Sharadchandraji Pawar and support of all experienced managing committee of Vidya Pratishthan, our college leading towards its goal.

Convenient Reach

The college located in Vidyanagari, MIDC, Baramati that is quite convenient and accessible for the students from surrounding rural areas, easily approachable by roadways.

The Curriculum

Curriculum prescribed by Savitribai Phule Pune University, Pune is strong correlation between theory and practical. It caters the needs of diverse community and cope up with the challenges of 21st century teacher education.

Beyond the Curriculum

We believe that extracurricular opportunities helps in getting varied learning experience to the student-teachers. Most of our activities are run on the college premise and Internship schools. College has good rapport and strong relationship with practice teaching schools. Students get experience in organizing and planning of curricular and co-curricular activities, results in all-round development.

Value inculcation

Besides the ten values, mentioned in the B.Ed. curriculum, we stress importance of values such as discipline, honesty, punctuality, equality, fraternity and loyalty upon the minds of student, through various curricular and co-curricular activities. Emphasis on values, timeless lessons imbibed in the hearts of our student teachers.

Effective feedback mechanism

Effective feedback mechanism, evaluation of teachers by students and self - appraisal of performance by faculty, are our positive efforts towards quality enhancement helps in faculty development of teaching and non-teaching staff.

Assessment

Assessment is an integral part of the teaching and learning process and is a tool which aids our planning for learning. Continuous and comprehensive evaluation techniques are used in the assessment in focus with PLOs and CLOs.

Results

Educationally disadvantaged students are brought into mainstream, through revision and rearrangement of term exams and tutorials. It reflex in our results. Usually the result is 90% and above.

Other significant strengths

Career Guidance and counselling

Active Student council

Grievance Redressal Cell

Scholarships and facility of installment in fees

Mentoring and active learning

Strong placement cell

Well- spaced infrastructural facilities.

Library and spacious reading hall adjacent to library to inculcate reading habits.

Fully solar powered campus.

Green Audit campus.

Active Alumni Association

Institutional Weakness

Institutional Weakness

Unavailability of human resources.

As our college is situated in rural area, we have to face the problem of unavailability of proper and efficient human resources. The teachers who are high qualified and having excellency in their professional skills are not willing to work in rural based college, and if such teachers start to work here in the beginning of their career, they are always in search of better options.

Lack of developmental resources.

Though our college is well equipped and having excellent infra, College have to face the situation of less developmental resources in the sense of rural background of students. They are less prepared, having poor content knowledge not familiar with modern trends and technologies. Unavailability of internet facilities in remote areas, is the biggest obstacle, which was strongly felt in covid era.

Time constraint for organising several programmes.

Number of volumes & journals in the library need to be increased.

Institutional Opportunity

Institutional Opportunity

In spite of number of weaknesses and lacking, we strongly believe in our potential, which leads us towards our motto.

Establishment of IQAC

Several quality enhancement measures are taken by IQAC, College has got a platform for smooth functioning and a problem solving unit in the form of IQAC.

Online mode of teaching learning

From 2019-2021 between the pandemic situation, we achieved new online teaching learning strategies and techniques. Teachers and students participated in online workshops and webinars about innovations in online teaching learning and evaluation.

Artificial Intelligence & Center of Excellence.

To keeping in the pace with this tremendously changing world, all domains are tending to hold an advanced AI powered technologies. Education is not an exception for it. Vidya Pratishthan decided to establish the center of excellence in AI with advancements in other fields. The center is established on 4 acres of land along with six laboratories providing cutting edge research facilities.

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NEP 2020

The Education policy released on 30th July 2020, with the motto of 'Educate, Encourage Enlighten' opens several doors of opportunities. This policy proposes the revision and revamping of all aspects of the education structure. It lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities, but also social, ethical and emotional capacities and dispositions. NEP 2020 is an opportunity, in the sense that college can offers flexible learning pathways allowing students to choose subjects, based on their interest and career aspirations. Reduced curriculum burden on students and priorities given to inclusive education promotes an inclusive and supportive learning environment.

For teachers and principals NEP provides opportunities for training workshops and collaborations to enhance their teaching skill, update their knowledge and stay abreast of evolving pedagogical practices.

Teachers have the opportunity to take on mentoring roles and they can get recognition of leadership qualities among them. It empowers teachers to become facilitators of learning rather than just information providers.

Collaboration

Collaboration with State/National/International Universities/School/College of Education.

Institutional Challenge

Institutional Challenge

Changing attitude of new generation

Changing attitude of new generation towards todays B.Ed. education is very disappointing. Student expects readymade solutions and quicker results, rather than deep knowledge and continuous efforts. They are not ready to practice more for developing skills. Instead of becoming knowledge oriented they have become only examination oriented. There are so many reasons behind it - Social, Political, Economical etc.

Non availability of Jobs.

After completing the B.Ed. course students are not getting jobs. They have to face economic crisis. A plenty of unemployed trained teachers, wondering in search of proper earning for their sustenance is not a good scene/around us.

Policies of Govt. regarding recruitment are not in favour of new comers in teaching field

"Shikshansevak" and Non-aided education institutes are very exploiting ways of demoralising future teachers. There is no proper recruitment of teachers from nearly 10-12 years in Govt. sector.

Intellectual students are not attracts towards this course because of the disappointing picture in todays scenario,

that no Govt. jobs, no satisfied earnings, no future prospects etc.

Institutional Challenges.

Receiving Research Funding

Demand for other professional courses.

Lack of interest in research work.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

Institution has regular in-house practice of planning/reviewing of curriculum and adopting it to local context in order to complete the procedure. Periodically meetings are arranged by IQAC. All issues in context of curriculum are discussed regoursly and academic calendar is prepared. During the implementation some corrections are made wherever needed.

Each faculty member participated in the curriculum preparation process in order to take a collaborative approach. Faculty, Experts, Students, Head/Principal, Employers are involved in curriculum planning.

Program and Course learning outcomes (PLO'S and CLO'S) are focuses on the curriculum and all programs that are communicated with teachers and students in teacher orientation programs and student's induction programs.

College offered elective paper like Guidance and Counselling, various pedagogy courses for academic flexibility as per Savitibai Phule Pune University syllabus.

College has provided value added course '**Stress Management for Human' Health along with CLO'S (course learning outcome)** and certificates are issued after completion of course. Students develops skills and professional enhancement from value added course.

Students facilitated by library, computer lab for encouragement and uplifting their studies.

The curriculum provides activities like internship, microteaching, and variety of learning methods various cultural activities, programs for special days, practice lesson, collaboration with NGOS, pedagogy courses, psychological concept of theory and practical to acquire competencies including emotional intelligence, critical thinking, negotiation, communication and collaboration.

Students were familiarized with the various school systems and for this college organized internship, stress management orientation and research project.

College provide teacher education program like microteaching, internship, practice lesson theory related practical's ,action research, observation of experienced teacher, sport activities, expert lectures, carrier oriented

workshops . The college engages students in co-curricular activities and commemorative day celebrations to enrich them with wide variety of co-curricular developments, awareness about environmental issues, and shaping moral values. From all these students enhanced professional acumen from the wide range of curriculum experiences.

For the overall development of the college effective feedback mechanism is used and being analyzed. Reports of feedback analysis and action taken report displayed on the college website. Suggestions and good stuff were discussed and action was taken as per requirement.

Teaching-learning and Evaluation

Teaching Learning and Evaluation

Students get enrolled on the basis of Maharashtra government rules and regulations. State common Entrance Test Cell, Maharashtra state, organizes common entrance test (CET) and students enrolled through Centralized Admission Process (CAP) round on the basis of merit list, subject and various categories.

In the beginning of the year WELCOME programme is organized by our institution for newly admitted students. Student and Faculty members and office staff introduce themselves for better Interactions among them.

Our institution provides mechanisms in place to honour student diversities in terms of Mentoring / Academic counseling, peer feedback, Remedial teaching, learning enhancement, collaborative tasks, assistive devices, multilingual interactions. The diverse learners seek support whenever and needs arises, Faculty provides guidance to cater the diverse learner's needs.

Our institution conducts Orientation programme for each course of B.Ed. Curriculum. This programme explained P.L.O.s and C.L.O.s for better understanding of course. Faculties are using various teaching learning methods, strategies, techniques and ICT tools for teaching –learning process. Our Institution always tries to give the various learning experiences for holistic development of student.

In TEACHING - LEARNING process, Students use ICT for various tasks.   Competencies and skills are developed in students, such as communication skills, content delivering knowledge, confidence, abstract thinking, inter personal skills and intra personal Skills through various activities and support provided by our institution.

CIE is the mechanism to find out the attainment of PLOs and CLOs. Internal evaluation of Course work contains assignment, Seminar, practical and preliminary exam. Microteaching, simulation lessons, Team teaching, technology based lesson, teaching of Models lessons and practice lessons are running throughout the year and evaluated simultaneously. Internship work is also evaluated simultaneously by Mentor, school teachers and peer students. All evaluation system is transparent. Those students are weak in any subjects they have given Remedial guidance by specific subject teacher. Re- exam system is available.

At the end of the academic year SPPU conducts an Annual Examination. Attainment of PLOs and CLOs is assessed through Internal and Annual Examination Result. Our intuitions average result is above 90 %.

Infrastructure and Learning Resources

Infrastructure and Learning Resources

Vidya Pratishthan's college of education has well equipped classrooms including ICT facilities, Seminar hall, Computer lab, Lingua lab, Psychology lab. The institute has huge ground and also sports infrastructure including girls and boys gymnasium also. The college has facilities such as Guidance rooms, Music room, IQAC room, Exam room, Sports room for indoor games such as e.g. carom, chess etc. The college has separate restrooms for girls and boys. College website has been updated regularly, college has CCTV surveillance systems for security. The college has pure drinking water (RO) facility.

Computer Lab- Computer education is a compulsory subject of new B.Ed. course. We are using our own lab which has 19 Computers, LAN & Broadband connection of internet for computer training of B.Ed. students.

Intercom Facility - Intercom facility is also available to principal cabin, library and office premises.

Language Lab - Our College has a well-structured language lab. We have Linguaphone L21 with Eye speak software which is very useful for the student teacher.

- The content available in the software & printed form is highly rich & practically useful.
- Students play word games, solve comprehensions, grammar games, vocabulary enrichment activities.
- **Psychology Laboratory -**

College has a well-equipped psychology laboratory. Various psychological test, apparatus are available in the laboratory.

Teacher & student can use the psychological test & apparatus for research purpose.

Library – college has a well well-equipped library. Library have Reference books, Textbooks, Novels, Critics, and Thesis & Teaching Aids.

Reading Hall for students and staff. SOUL Software is used in the Library.

College library has organized and provides access to various kinds of information recourses

Including academic books, textbook, alternative book for additional reading and references catering to the needs of students and teachers.

The library is equipped with internet facility. The librarian uses computer for book issue /return. Data entry of documents, maintaining user's record and other library document work. The library organizes the exhibition of recourses every year. The student teacher is provided with information on how to avail library and reading room facilities during the library orientation session.

The library is well equipped with good collection of books. The library is automated through an integrated library management software named 'SOUL' developed by INFLIBNET. The software is based on client server architecture.

Users can access OPAC for search options. The library has 3 computers with internet connection. The

library has separate reading hall facility, 168 users can sit at a time. The college provides internet facilities in the computer laboratory instead of library for the use of students as well as staff.

Student Support and Progression

Student Support and Progression

-Institution makes them available the facility of government and non-government scholarships. e.g. - Rajeshree Shahu scholarship etc…

-College faculty provides remedial coaching, mentoring system and personal counselling.

-Students are guided for the competitive examinations related to education. e.g CTET, TET, SET, NET.

-The college promotes active participation of the students in curricular, and extra-curricular activities to develop various skills and competencies to foster holistic development. Sports and cultural activities and competition has been organised at the institution level.

College organises various individual and group competition to cultivate cultural talents.

-Our college implemented selection procedure for the formation of GMC committee.

Students are directly involved in the organisation of various competitions in the college through the student representative and their participation is given importance in order to recognise the administrative work and also they are involved in the planning of all the demonstrations related to the course.

-Capacity building and skill enhancement initiative taken by the institution, the following skills such as soft skill, career and personal counselling skills, language and communication skills, online and offline assessment skills etc. are included.

- College has provided support facilities to student in the institution. e.g. - vehicle parking, common room for boys and girls, First aid and medical aid, Hostel, Canteen, and Safe Drinking water etc…

- Student communicates with the principal or other teachers when they have any problem.

-Institution has guidelines regarding redressal mechanism. Grievance redressal mechanism has formed under the guidence of the principal and the members like GMC coordinator, discipline in-charge, student's general secretary and student's ladies representative. Grievence redressal committee meets on a regular basis and check the complaints made by students take action to solve the problems at their level.

- Placement cell plays a vital role in the college. Placement cell is always active. It informs student about various job advertise. Placement cell organizes training programme, campus interview.Placement cell organise interview demonstration session for student teachers. This cell provides career guidance to the students. The student can directly benefit from this experience.

-Active member of various academic and administrative bodies of the alumni also helps the students in many ways.

Governance, Leadership and Management

Governance, Leadership & Management

The vision of the college also reflects the mission of the college to produce teachers who will be harbingers of the social change with the changing times. Well-structured organogram is helpful in achieving the vision mission. The principal is the academic & administrative Head of the Institution. All the staff assisted by the principal for smooth functioning of college.

The institution practices decentralization & participative management through the formation of different departments & committees. The institutions daily operations overseen by the principal, who plans events & forms & controls several committees.

The college is a self- financing organization. The trustees have direct control over salaries & other costs. To maintain complete transparency, internal & external financial audits are performed on a regular basis. Internal marks are moderated by Pune University moderation committee.

At the beginning of the year library committee was formed. The meeting was held for the discussion on budget allocated to library for that academic year. Allocation and utilization of the library budget is finalizing by CDC meeting.

The college has implemented quality management techniques in both administrative & academic areas. It is designed to encourage a culture of innovation, creativity & rising standards. The college IQAC, formed in 2004, evaluates numerous aspect of the college management & keeps track of how they are doing.

The college has a General management committee. In the first IQAC academic meeting GMC head is selected. Normally, the GMC is headed by a senior Professor in the college. Under the guidance of IQAC, GMC distribute the various department to the faculty.GMC prepared academic calendar. The work of all department is completed as per the academic calendar. Students are also part of the above committees as GMC members.

College grants leave to attend various workshops, conferences & seminars for participants of various refresher courses & orientations, a duty period 30 days is offered.

Casual leave, medical leave refresher /Orientation leave, Maternity leave, Provident fund Gratuity and staff quarter were the main ways the college conducted Welfare Measures for teaching and non-teaching.

Institutional Values and Best Practices

Institional Values and Best Practices

The college has focused on Gender equity, so we organized various programs such as Women's day celebration, Lecture about Laws for women etc. We organized women parents meet in the college. College implemented security and safety measures especially for **girls**. Separate common room facility is available for

girls and boys in the college. Women Redressal cell and Anti-Harassment Committee established for the betterment of the girls. College implemented 'Gift a plant-to visitors' activity for the inculcation of the environmental consciousness. The institution gives emphasis on a green environment so the campus has full of number of trees, plants, and green spaces. Creating a healthy environment involves various aspects such as maintaining proper ventilation in buildings, fostering a positive mental health atmosphere. A healthy environment is conducive to effective learning and personal development.

Rest room, Ramp, Physical facilities are available for the diverse needed student. Waste water recycling project runs by the mother institution. Installed Solar Panel in the college. Environment audit conducted in the mother institution. College has following best practices such as General managing committee, Stress management programme , Lecture series , Mentoring system. 1) General Managing Committee: Student representatives are appointed to GMC and regulate the student activities. The college established General managing Committee (G.M.C). The GMC representatives works in various departments 2) Stress Management: To cope up with new challenges, college adopted "stress management" theme which incorporates all academic co-curricular activities, it helps to boost the mental health of student. The following activities and the programme organized throughout the year: - A. Lecture Series: B. Competition and cultural programmes for stress reliefs. C) Sport activity: Annual Sport Day – Sport Competition D. Arts and craft activity.

College implemented values and social awareness among the student by conducting various activities. College organized old age home visit for the inculcation of the sensitivity. Water survey programme for increase awareness about water conservation. College has focused on inculcate the values among the students through the various curricular and co-curricular activity.

Research and Outreach Activities

Summary

        This criterion demands for details regarding the institution's policies, procedures, and results in relation to its outreach and research initiatives. It has to do with the resources and initiatives the institution offers to support the culture of research and its outcomes. This criterion places a lot of emphasis on institutions' social responsibility and core value of serving the community through research and outreach initiatives.

The organization supports teachers in writing research journals and supports lifelong learning for teachers and students. The college supports research faculty outreach efforts and motivate the faculty to write a book, Chapter and paper presentation in national and international conference. Faculty members are allowed to go to conferences, seminars, and refresher courses to improve their knowledge of modern methods of teaching. Both teachers and students have access to the necessary infrastructure and labs to conduct their own research. The faculties use innovative techniques to enhance the way they teach, including the audio-visual technique for teaching language skills and the usage of LCD, OHP, and Visual Charts for concept visualization and explanation. Students' aptitude for and culture of research are fostered in classrooms and laboratories by teachers' encouragement.

        Vidya Pratishthans college of education conduct various outreach activities for B.Ed. students regarding social concern and to support community enhancement. These activities are essential for developing students' social awareness, empathy, and participation. Activities like water survey, old age home visit, environmental awareness program, yoga day celebration, birth and death anniversaries of social reformer. The college performs outreach programme in order to achieve these goals.

Lecturer from other colleges and schools in the Vidya Pratishthans complex come to the college to deliver lecture for B.Ed. Student. Assistant Professor of B.Ed. college also go to the college for lecture in other school and colleges of the complex. Vidya Pratishthans college of education has a two-year agreement (MOU) with Vidya Pratishthans Marathi Madhyamic Vidyalaya and Vidya Pratishthans New English Medium School, Baramati. The agreement includes school related programs for students such as Practice lesson, Internship, and action research etc.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIDYA PRATISHTHAN'S COLLEGE OF EDUCATION, VIDYANAGARI, BARAMATI DIST- PUNE
Address	Vidyanagari, Baramati, Dist - Pune
City	BARAMATI
State	Maharashtra
Pin	413133
Website	www.vpedu.org.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Sangita Ramakant Gaikwad	02112-239400	9860717804	-	vpedu_1990@rediffmail.com
IQAC / CIQA coordinator	Meghana Kundan Darade	02112-239185	9850614742	-	vpeduiqac@gmail.com

Status of the Institution	
Institution Status	Self Financing

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

Recognized Minority institution	
If it is a recognized minroity 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	10-10-2002	[View Document](#)
12B of UGC	10-10-2002	[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	24	B Ed program of two years

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	Vidyanagari, Baramati, Dist - Pune	Rural	130	8018.77

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,Teacher Education,	24	Graduate	English,Marathi	110	88

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				2				10			
Recruited	0	0	0	0	1	1	0	2	2	8	0	10
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

	Non-Teaching Staff			
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				7
Recruited	7	0	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	0	1	0	1
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	1	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	3	0	4
UG	0	0	0	0	0	0	0	0	0	0

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Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	6	0	6
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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**	**Others**	**Total**
	2	1	0	3

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	29	0	0	0	29
	Female	145	2	0	0	147
	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	5	4	3
	Female	8	7	6	13
	Others	0	0	0	0
ST	Male	0	0	1	1
	Female	2	0	0	0
	Others	0	0	0	0
OBC	Male	10	8	6	4
	Female	19	24	25	20
	Others	0	0	0	0
General	Male	6	22	18	11
	Female	99	90	91	91
	Others	0	0	0	0
Others	Male	9	8	11	10
	Female	34	27	19	24
	Others	0	0	0	0
Total		192	191	181	177

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Plan for transforming into a multidisciplinary institution – Vidya Pratishthan has a beautiful and scenic educational campus spread over approximately 130 acres, where thousands of students are studying

	today in various schools and colleges, from different disciplines / faculties under one roof. As our college is situated in such a campus, having the potential of an independent deemed university, it is always ready to convert into a holistic multidisciplinary institution. Our apex body Savitribai Phule Pune University, Pune doesn't ordered us about the preparation of proposal regarding the conversion. Being an affiliated institution, we are waiting for the initiative steps from our mother institution in this regard and also for the direction from the State Government or affiliating university in this regard.
2. Academic bank of credits (ABC):	College is ready to fulfil the requirement of Academic Bank of Credits as proposed in NEP 2020. College has received a letter from Savitribai Phule Pune University, Pune, and our affiliating university, that students must have their own ABC ID. Therefore, college informed students by a notice including a specific link for creating their IDs. One meeting of students was arranged for giving information about the importance and procedure of creating ABC ID. Students created their own ABC IDs with the help of that link and submitted them to college. Then college sent the collective data to the university. Efforts for Joint Degrees – our college has not made any effort for internalization of education, joint degrees between Indian and Foreign institutions so far.
3. Skill development:	To strengthen various essential Skills among students, our college conducts many programs for students. As we consider the overall development of B. Ed. Student, there are mainly three sets of skills that we have to focus on. The first set of skills refers to 'life skills' second one is vocational skills and the last one indicate towards the generic skills which are required for the teaching profession. Training of vocational skills and certain life skills is a part of our syllabus. In first year B. Ed. Course, six micro teaching skills are developed. Reading skill, black board writing skill, Explanation skill, Questioning skill, Stimulus variation skill, Demonstration skill and introduction skill are the micro teaching skills which sharpens an individual's teaching capacities to make him/her a confident teacher. To cope with the challenges of twenty first century education, technology based lessons seminars using ICT skills, Practical's and projects enhancing ICT skills are

	included in teacher training program. Team teaching lessons strengthens the social skills like working with others, commitment, collaboration, cohesiveness etc. In practice lesson and internship activity, whenever it concerns with content teaching ten life skills, namely Empathy, Problem Solving, Decision Making, Creative Thinking, Coping with Tress, Interpersonal Relations, Coping with Emotions, Critical Thinking, Effective Communication, Self Awareness are developed. Internship program is designed in such a way that it may convert in an ideal skill development program, if it is implemented in proper way. Our college does this in many ways. Preparation of teaching aids – Guidance and basic training is always given to the students by faculty for preparing relevant and novel teaching aids. A special workshop was arranged in 2021, for enriching their artistic skills like drawing, painting, sketching, paper cutting etc.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The ancient educational system of our country has an enriched heritage, with its ethics, core values and faiths. It is renowned for its comprehensiveness and spiritual aspects, having capacity of being a 'world leader'. Therefore legacy of Indian knowledge system has much to give to the students. Integration of Indian Knowledge system in today's B. Ed. Program is in indirect form. The curriculum of the B. Ed. Program lend itself to the Integration into certain concept in all the courses. Some courses such as paper No. 102, integration find a place directly in selected topics such as - Aims of education in ancient Indian education, functions and system of a family. In paper no. 202, multiculturalism and multilingualism in Indian and Global context. In paper no. 204 Guidance and Counselling, in paper 106, 107 and 205 - The pedagogy courses deal with methods of teaching, role of the teacher, organization of the curriculum, classroom management and methods of evaluation. Thus the appropriate integration, either in direct form or indirect form is exist. During the teaching learning process, they are emphasized and discussed in great detail in the classrooms, through offline and online classes. Plan for classroom delivery in Bilingual mode. The teachers use both languages – English and Marathi during the classroom teaching because, though our college has separate two divisions for two different medium students, Marathi and English respectively;

	the class is heterogeneous in many ways. The teachers therefore resort to bilingual instructions to ensure understating by all the students. The students are free to choose any of these two languages for writing exams, and completing tasks. Marathi medium students having Maths, Science and IT methods, are allowed to choose semi English pattern for writing exams, completing internship records and tasks. The course "language across the curriculum" help the students to understand the role of language in teaching learning. Efforts to promote Indian languages – Marathi is an ancient Indian language. Efforts are taken by the institution to promote Marathi language ' Marathi Rajbhasha Din' is celebrated on 27th Feb, of every year, to emphasize the importance of mother tongue in education. International ' Hindi Diwas' is celebrated on 14th Sept. of every year to emphasize the importance of National Language as a strong bond between the multilingual people of our nation. The traditional knowledge of food culture - programs were organized by the institution to promote traditional recipes and traditional millets. Efforts to promote Indian Arts – Students are trained in Indian arts to participate in cultural competitions. Separate teachers are appointed as Music and Art Teacher, who are ready to guide the students in acquiring the knowledge of traditional art forms. Efforts to promote Indian Culture – The Institution celebrates various religious festival. This promotes communal harmony and promotes the understanding of different cultures and traditions. Best practice for promoting 'Traditional Knowledge' under college GMC committee, many program have been implemented besides regular co-curricular activities, such as 'Palkhi', 'Bhondla' etc. at the institutional level.
5. Focus on Outcome based education (OBE):	College follows the curriculum constructed by Savitribai Phule Pune University, Pune. In that curriculum student learning outcomes for all the courses, has been defined clearly. The teachers should go with the unit wise student learning outcomes for the courses they teach. The teachers develop their teaching plans for the courses they handle and do the mapping of the program outcomes with the course outcomes. The teaching activities and the assessment of students are in alignment with the learning outcomes. The teachers decide the group

	work to be given, the collaborative tasks to be given, assignments and practical's to be given. Teaching methods and techniques to be applied and relevant content to be delivered according to the unit wise student learning outcomes. The teachers prepares syllabus completion reports at the end of an academic year. The attainment of the unit wise student learning outcomes are analyzed to help the teachers understand the kind of support required for the students to attain the specific outcomes. Thus the Entire Teaching learning process is centered on the student learning outcomes.
6. Distance education/online education:	As college is affiliated to Savitribai Phule Pune University, Pune, it cannot offer vocational courses through online or distance mode. In spite of this, college makes several efforts for 'Blended Learning'. The teachers of the Institution takes rigorous efforts to train themselves for the optimum use of technology for teaching and learning. Teachers participates in various online training programs and themes related to integration to technology. They use blogs, Google groups, Google sites, Whatsapp and another Google apps like Zoom, Google meet etc. to communicate and share resources with students. The teacher use a wide range of technological tools and apps and also promote their students to use maximum technological resources, so that the classes are always stays stimulated and engaged. While implementing the B. Ed. Syllabus, teachers and students produce a number of e-resources for their self-learning and also for school education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, College have an efficient Electoral Literacy Club (ELC) officially working from July 2022. Though the formal 'Electoral Literacy Club' has been set up the college in 2022-2023, we have been working in this direction from beginning. The 'Mission' of our college itself illustrate that, our ultimate aim is 'To provide responsible citizens, who works as an agent of social change in the society'. Therefore, attuned with our mission, we have been doing lot of efforts towards electoral literacy through various ways. Some theory courses and subjects like

	History method, there is a scope of creating awareness about Indian Democratic System and duties of Indian citizens. Through various lecturers and co-curricular activity we always try to develop our students as responsible citizens.
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?	ELC is functional from the academic year 2022-23 as its formal status. A Student Representative, Shri. Tushar Anil Jagtap is appointed as a Co-ordinator of ELC of our College. The student co-ordinator is a student of History and having masters in Civics. He is very energetic person with having excellent communication skill. Therefore he is selected by our Institution for taking the exclusive Interview of the visionary leader Hon. Shri. Sharadchandraji Pawar, on the occasion of 'Tarangan Youth Fest'. Mr. Raju Arjun Taple, Library and Mr. Ravindra Nivrutti Tilekar, GMC Chairman and one of our senior faculty member, appointed by the college to work as co-ordinating faculty. Mr. Tilekar is well known for his social activities. Being GMC Chairman of College, he has good coordination with our students. Mr. Taple having consciousness towards social issues working as a coordinator of electoral awareness programs.
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 citizens, etc.	As our most of the students are coming from surrounding rural locality, awareness about 'Electoral Literacy' is very essential. We motivate our students to work as volunteers in electoral processes. Many of our students participates voluntarily in the work of voter's registration of students and communities where they come from. In 2022-2023, College Electoral Literacy Club has undertaken initiatives for this purpose, and arranged 2 programs – i) New Voters registration program on the date 24/11/2022, ii) Linking of Aadhar Card with a voter card on the date 05/12/2022. 'Talk with a competent government official' is arranged in this regard on the date 05/12/2022. Smt. Tejawi More, Talhati of Kanheri Grampanchayat was invited in our college. She trained our staff and students about it. As part of voter awareness campaigns and promotion of ethical voting, college arranged 'Rangoli' competition – an innovative program, on the occasion of national voter's day 25th January 2023. The theme was "My Vote – My future – Strength of my one vote". Student's response was spontaneous and overwhelming. Seventeen students participate in it.

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.	For the year 2023-2024 Electoral Literacy Club of our college is going to take awareness drive about democratic values and participation in electoral processes. A questionnaire is prepared for this purpose. In this academic year, the first survey is taken by our second year students, from the date 06th to 12th September 2023. In this period every student have to visit 5 families from nearby villages and collect the data. The second survey is proposed in Second Year Internship program. In collaboration with Internship Schools, B. Ed. Students will complete the survey. They will train school students how to fill the questionnaire and how to collect the required data. Every student in B. Ed. Trainee's class, will be involved in the work of filling questionnaire and collect the data regarding their families' awareness about advancing democratic values and participation in electoral processes. Thus our college is going to contribute in such type of socially relevant awareness drive, with collaboration of practicing schools.
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.	As our college is a training college, students admitted here are already above 18 years. They are graduate and post graduate degree holders. Therefore no student of our B. Ed. College is yet to enrolled as voters in the electoral roll. In spite of this, at the entry level, we get the information if he/she has their updated voter card or not. If any student found not yet to be enrolled as voter by exception, College ELC make him/her enrolled immediately. College ELC helps the students in linking their Aadhar card with their voter card if necessary.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
176	181	187	192	151

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
110	110	110	100	100

File Description	Document
Letter from the authority (NCTE / University / R	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	55	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..

2022-23	2021-22	2020-21	2019-20	2018-19
90	84	93	95	52

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
87	78	89	93	49

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
88	94	94	97	99

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	12	12

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)..

2022-23	2021-22	2020-21	2019-20	2018-19
2325041.46	2362092.74	1862856.32	2354505.75	1916891.14

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 39

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:

Curriculum Planning is an essential aspect of effective teaching. It helps to achieve college mission, objectives and goals. Well planned implementation of curriculum enhances quality teaching learning, student's learning outcomes along with activities. Curriculum including theory and skills for enhancement of professional capacity and practice constructivist teaching learning.

Curriculum aspect of college is governed by Savitribai Phule Pune University. College executes the curriculum very effectively .Planning, implementation of the curriculum is done in a transparent and effective manner in the college through academic calendar. Academic process is streamlined with timetables, workloads and other administrative tasks. While planning implementation focus is given on PLOS and CLOS of the given program. Teachers and students are also oriented about them during teacher orientation program and student induction program. The delivery of the curriculum at the college is carefully prepared enabling students to succeed in their learning. The college adheres to the guidelines laid down by the Savitribai Phule Pune University in particular.

In the beginning of the year faculty meeting under IQAC was held for smooth functioning of academic activities.GMC coordinator was appointed for the coordination of academic work .GMC prepared an academic calendar. GMC coordinator distributed the workload as a course paper and course practical among the faculty members as per guidelines .Each faculty prepared their own outline of the given work .The teacher guides the students with various teaching methods including problem solving, multimedia, PPT, lectures, seminars orientations .The general orientation was organized for the student teachers by GMC.The students were give introduction of the syllabus the nature of the various activities and assessment procedure explained in details . Time table display on notice board and college website. Accordingly year plan implementation process and year plan of co-curricular activities for the entire academic year take place under supervision of GMC and IQAC. Student has selected research and ICT practical from local need, problem of secondary students. All academic activities done as per the given schedule.GMC, representative of student teachers arranged the planning of co-curricular activities. The responsibility of co-curricular activities shouldered on representatives. Student teachers participate in extracurricular activities, Day celebration which helps them to test their knowledge, improve their skills. Stress management is a continuous activity and content is used to take the problems of people living in old age home. They are socially, mentally deprived need for support and counselling. Social services are planned according to local requirements, needs. We identify the local needs, context and according to them planned out activities such as water survey, old age home visit. College tries to inculcate social awareness, responsibilities, values, skills, collaborative efforts which will result in responsible citizen. Examination department prepared their planning about internal assessment, evaluation, and prelim examination .The regular attendance maintained by GMC.

The feedback taken from the students for overview of academic year.

Every department has to follow the timeline given in their planning; frequent meetings are conducted to take feedback and action taken report of the previous meeting .Corrective measures are taken wherever necessary. Such away curriculum planning is being executed rigorously.

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

1.1.2

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

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

1. **Faculty of the institution**

2. **Head/Principal of the institution**

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

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

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	[View Document](#)
Report and photographs with caption and date of student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
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: 42.86

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

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	49	49	49	49

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Any other relevant information	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.2

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

Response: 0.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	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: 13.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
88	30	0	0	0

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

1.2.4

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

through

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

Response: E. None of the above

File Description	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**

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

File Description	Document
Data as per Data Template	[View Document](#)

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:

Induction/ Orientation program is conducted for the newly admitted first year and second year students to give the information about the field of teacher education .The syllabus is introduced by faculty, code of conduct also introduced. Syllabus included courses along their content and pedagogy courses and all practical aspects which are covered in two year course of teacher education the students are made aware with the PLOs of B.ED program. The all courses are oriented by each faculty who are giving responsibilities of each course paper and practical. In **internship program** student teacher gets an

opportunity for career experience by the principal and exploration and development to learn new skills. The first year students which are introduced with faculty, office and all departments in induction program.Liabrary visit, all laboratories visit are done in the induction program. All pedagogical courses briefly introduce by head of the department .Evaluation process ,internal assessment ,introduction about preliminary exam and its evaluation are briefly tell by the examination departments.

*College provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning area----

To acquire the knowledge, skill, values, attitudes about the course the curriculum followed by the college which is affiliated to Savitribai Phule Pune University.

To develop and enhance and professional capacity and constructivist teaching learning skills which include **microteaching skills** such as, set of induction,explanation,questioning,stimulus variation ,integration lesson and simulation lesson.

The delivery of the curriculum at the college is carefully prepared, enabling students to succeed in their learning .The teaching competencies like technology base lesson, team teaching, models of teaching, teaching practices, internship program helps students to gain cohesive understanding of teacher education .and also helps to understand the relevance of social,cultural,economic and political context.

Teaching practices and school internship are included in the B.ED program. Internship program is for 20 weeks. It is 4 weeks for first year and 16 weeks for second year. During the internship the student teacher does all the duties of normal teacher, including lesson planning (gifted and slow learner students), teaching, grading, dealing with the student's committee members and teachers. They learn how to use various learning methods in the classroom, how to manage difficulties of differently abled students. Various new skills in the internship are used in their future professional life. The implication is that student teacher get acquire the multiple intelligence, emotional intelligence, cognitive development, critical and creative thinking from teaching skills through the internship. With the co-curricular activities held in college and school internship the student teacher is prepared for the working world .They acquire cooperation, teamwork, leadership, self-management through that activities Trainee teachers pick up ethical behavior. Internship is done systematically every year.

Studying the thought of **Indian Philosopher** and **western philosopher** the student become familiar with all diversity across other school systems and to know the roles of teacher and learner according to various philosophers. Finally equality and inequality in education also discussed.

The curriculum aspects of the courses are governed by Savitribai Phule Pune University which provides opportunities of application based learning to student teacher. Teaching learning competencies which include in **reading and reflecting on text** it enhance the capabilities as a readers and writers and acquired competencies use in actual classroom. Critical understanding of ICT provides opportunity to learn and prepare multimedia presentation. Students make blue print and constructing achievement test by practical of course paper Assessment and Evaluation for learning.

Basic of Research projects are done by students Student solve the problem from local needs and content and develop critical thinking.

Course of **Drama and Art in education** from which communication skill, presentation skill

are developed.

Collaboration with others is developed by doing surveys in social service practical.

Emotional intelligence, healthy coping strategies, relaxation techniques, exercises, positive self-talk these skills developed by the **stress management activity** .In the course Understanding of self-Some activities are included like life skill, personality development ,group discussion, essay writing report on educational movie autobiography. Some life skills essential to teach in the schools include communication, problem solving, decision making, critical and creative thinking helps in taking the right decision in the difficult situations thus improving decision making. Inculcates the students with essential values like kindness, compassion and empathy. It awakens curiosity in children developing their values and interests. This further helps in skill development in student teacher in school. Concept of self and personality development also included in this course. From this concept it enhance student's management skills, improve decision making and help to become good teacher, helps students respond in ways that are more positive and beneficial for them.

*Attitudes----

Co-curricular activities ,competitions such as academic intellectual areas are provided to give opportunities to the students to participate and develop the knowledge ,attitude,values,skill,team spirit,leadership,and communication skills for holistic development ,co-curricular areas are develop attitudinal changes over a period of time. Guided by mentors, students learn the technicalities and skills in presentations. A right attitude towards a course is planned by their respective mentors. Group project of ICT strengthen the skills of collaboration, negotiation, communication, new technology, designing instructional plans, analyzation, teaching learning in peer groups etc.

Core subjects and methodologies are taught using the demonstration approach.

In the **stress management activity** and orientations arranged for the student .They acquire healthy coping strategies, positive self-talk, relaxation techniques, enrich the emotional intelligence.

Thus from teacher education and the curriculum of the college provides opportunities for the students to acquire and demonstrate knowledge, skills, values, and attitudes related to the various learning areas.

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

1.3.2

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

Response:

The college aim is that to make efficient teachers who not only pursue teaching skills but also competencies and also aware about school system in which they have to work. In this streamline the students are made aware about the development of the school system in which they have to work in this streamline the students are made away about the development of the school system in India. Throughout studying about various **communication policies or Acts in syllabus** .Curriculum cover the theoretical aspects the programs gives a broad perspective of various boards such as Indian school certificate (ISC), secondary school certificate (SSC),central board of secondary education(CBSE)

The educational thought of both **Western and Indian philosopher thinker** are include in the syllabus which familiarizing the students about the curriculum in the school system.

Preparation of different board school lesson plan students are known about the comparative study of curriculum framework, syllabus and textbook of various boards and also they know about curriculum implementation, evaluation process by preparing assessments strategies and tools in internship Different techniques are used for different approaches to promote diversity.

The student teachers are exposed to different pedagogical approaches, practical's of boards in schools during the **internship**, trained to formulate learning outcomes. Different orientations organize by college for school enrichment. Student teacher completes their internship at several schools. Student teacher observes various lessons, teaching and learning methods. Schedules of academic calendar, infrastructure is also observed. Interactions between faculty members, teachers, headmasters, office staff, students observed by student teachers. They learn and identify about diversity in the school educational system .They also gained knowledge about evaluation process. Student teachers attends school fulltime and to take information about school records from administration. Learn about formative and summative evaluation. Student teacher organizes a variety of extracurricular activities result of activities on their own initiative.

B.Ed. course paper no 104 **Assessment and evaluation for learning** caters choice based credit system (CBSC) to various forms of assessment of different boards. Credit based evaluation, Open book examination continuous and comprehensive evaluation (CCE), feedback assessment, self-assessment ethical principles of assessment, evaluation rubric focusing on diverse boards thus aligning with the norms and standards of national and local standards.

In B.Ed. course paper no203 **School and Inclusive School** visit to school/Interview of H.M.regarding policies and practices of the school for developing an inclusive culture studies by student teachers. They examine the status of Inclusive school in India, familiarize the national policies, programs and acts of disabled student's .Realize the various issues and concerns related with creation of an inclusive culture in school. Analyze the role of teachers in facilitating Inclusive Education.

In the study of **adolescent learner** the student teacher embraces variety because they are aware of individual variations in development progress; the child's thought process, physical and mental

problems. Student teachers embraces variety because they are aware about the potential for learning and development that each child with differences .They knows the social, emotional, behavioral, physical and intellectual strengths of their exceptional students.

Studying **research project** student teachers identifying answers to specific issues that arise in the classroom, improving understanding of teaching, implementing more reflective, efficient adjustments. Student teachers learn about the diversity within the educational system and functional differences in this way.

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

1.3.3

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

Response:

As per the mission, vision and objectives of the college in order to provide holistic education for preservice teachers. The designed curriculum helps students to understand the interconnection of various learning engagements. Students gets ready for profession acumen by the curriculum. Perspectives of Education (Core Courses), Specialized courses (Optional/Pedagogy) .Practicing for constructivist teaching learning (competencies) all these three areas are interconnected. College designs and plans all the learning engagements in order to develop relevant professional understanding and enhance the professional acumen of the student teacher. For this purpose wide range of curricular experiences are planned and implemented throughout the two year teacher education program.

In order to develop the perspectives of education theoretical knowledge, various core courses are included in the syllabus itself.Eg-Childhood and Growing up, Contemporary Indian Education, Gender and Society, Learning and Teaching, Assessment and Evaluation for Learning, Advanced Pedagogy and Application ofICT,Quality and Management of School Education, Knowledge and Curriculum, Language Across Curriculum, School And Inclusive School. First year core course is at primary level.

The efforts made by the institution for the development of the perspectives with the help of Academic Calendar planning. Time table also depicts interconnectedness into various learning engagements for the gradual developments of student teacher as competent professional. Course paper, theory syllabus content interconnectedness with teaching competency I, II, and III.Academic year starts with the activity that is teaching competency-I .Microteaching and Integration lessons with simulation lessons. Student teacher implement the content with lessons .They focuses on different teaching skills, lessons like set induction, questioning, explanation, stimulus variation, Integration using Models of teaching are included in teaching competency -II .It enhance the skills like coordination among team members, classroom management, use of technology, presentation, planning of lesson with coherent and organized way All these activities are preparatory to actual practice lesson in school.

The curriculum includes critical and crucial components such as practice lessons, internship. The student teacher plan the practice lessons and conduct in school under the guidance of guide teacher. For conduct lessons appropriate teaching aids, mastery in teaching skills, time management, seeking relevant information, classroom management, planning of lesson are important to develop in student teacher. All Departments plans about orientations, activities and then all activities are implemented.

School internship program is a kind of course where aspiring teacher get to practice their skills in a classroom. To give student teacher the necessary knowledge and abilities to meet the various requirement of the school students. School internship is a major part of B.Ed. Course for first year -4weeks with introduction, 16 weeks are allotted to second year to enhance rigorous professions training. Student teacher perform activities during internship like co-curricular activities, lesson planning, professional teacher's observations, assembly activities, identify learning difficulties of student and implementing remedial material and preparation of tests MOU (memorandum of understanding Schools are included in internship and practice lesson programs. Guide teacher plans diary meetings to assess the progress of internship. They enhance academic experiences, co-curricular experiences and broaden their professional knowledge, become confident and gain abilities.

Co- Curricular activities which acquire professional acumen like writing articles for "**Darpan wall Magazine",** organizing and planning of day celebrations, competitions, surveys etc.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: C. Any 3 of the above

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

1.4.2

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

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

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

28-03-2024 11:39:31

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: 89.38

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

2.1.2

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

Response: 71.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
45	46	29	30	38

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: 3.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	07	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](#)
Any other relevant information	[View Document](#)

2.2 Honoring Student Diversity

2.2.1

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

Response:

Students get enrolled on the basis of Maharashtra government rules and regulations. State common Entrance Test Cell, Maharashtra state, organizes common entrance test (CET) for Marathi and English medium students before admission. Marathi medium CET is of 100 marks and English medium CET and English Language Common Test (ELCT) is of 150 marks. CET exam assess the students Teaching Aptitude (Questions related to leadership qualities awareness, changes in Education and Society, Communication and Professional Commitment etc.), General knowledge (About events at Local, National, International Level including past events, Current Affairs including Science and technology, History, Geography, Civics, Political Science and Literature in General) and mental ability (Series Syllogism, Coding-Decoding, Relationship, Analogies, Classification, Problems on Dice, etc., either in Verbal or Non-Verbal form). ELCT exam contains the question on Reading Comprehension, Vocabulary focus, Grammar focus, sentence formation, phonetics, Verbal Idioms and Proverbs and figure of speech.

In the beginning of the academic year, 'WELCOME' programme is organized by our institution for newly admitted students and the Moto of this programme is to familiarize the students with other students and Faculty members. Student self- introduction programme gives us information about strengths, weaknesses, achievements, hobbies, background and objectives to select TEACHER EDUCATION as carrier.

Institution conducted a Content Knowledge Test (CKT) of school subjects for newly admitted students. According to concerned subject, students given the test to check the content knowledge. After assessment of CKT weak students are identified.

In our B.Ed. curriculum, 'Understanding of disciplines and school subject' (106) course is available. In this course, concerned subject Teacher Educator guides to all students about content knowledge. They also provides online resources to students for their improvement. Students who have better content knowledge of concerned subject, they delivered presentations to all.

Institution provides a mechanism of Mentoring / Academic guidance and counselling through Mentor groups/ Diary groups. Mentor plays role of parent –teacher to support and resolvs the problems. These groups are for two academic years and all activities are done in mentor groups. So all Faculties are aware about weaknesses and strengths of their Mentees. Faculty motivates students to participate in various competitions and they give support to students for their academic achievements and professional development.

At the begining of microteaching activity, students give opportunity for 3 minutes to present any speech and teacher observes this and listen carefully. Teacher identifies weak students, who are not confident in communication and their speech. From Marathi medium students whose subject is English, are not confident in English speaking.so they are guided for improving English speaking. After this activity, teacher gives more attention to weak students. During Microteaching activity, various teaching skills are introduced and trained them through teach –reteach lessons. Thus the teacher caters the learning needs of students and get them ready to undergo professional education programme.

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

2.2.2

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

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

2.2.3

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

Response: 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: 16

2.2.4.1 **Number of mentors in the Institution**

Response: 11

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

Modes of teaching -learning are the broader techniques used to help students to achieve learning outcome. Teaching methods are used by teachers to enable students learning. Teaching methods vary in their approach, some are more student-centered while others are more Teacher- centered. Faculty are identify which teaching methods will properly support a particular learning outcome. While delivering the content various teaching - learning methods, strategies and techniques are using by Faculties and students such as Lecture, Seminar, Discussion, Cooperative learning, ICT based Project based learning, Demonstration methods, Interview, Field Visit etc.

In our institution, during pandemic all Teacher Educator used online mode in their teaching –learning

process. Mobile learning is very useful in Pandemic because mostly students have the Android mobile. So all lectures and activities were delivered through Google Meet. Various online resources were used by faculty. These resources are presentations, lesson plans, Pdfs, You tubes, videos or audio lectures.

For delivering the Course 101 to 107 and course 201 to 205, Teacher Educator uses lecture method, discussion method, Blended learning, Seminar, Presentations. According to content, mostly lecture method is used by Faculty .It is convenient for completing the syllabus in prescribed time. Some topics are convey by blended learning method. One topic of each course is given to every students for Seminar. They search various resources for seminar content ,then collected information and synthesize systematically and write a seminar and present it with power point presentation.

Some topics which is for open discussion, question and answer method is used. Mobile learning is also used for video showing and on that video, reflection is taken as a future teacher. During content paper some students prepares Power point presentation and present the content. Some theory courses have practical's related to interview of Head- master, Science Teacher , Painter. So Interview technique are used..

Some topics are given for self-study. During simulation lesson Various Teaching methods lesson is taken according to subject such as Demonstration method, Laboratory method. Inductive-Deductive method, Question –answer, Regional method, Analysis – synthesis method.

ICT based Project Based learning strategy is used for 111A practical 'Critical understanding of ICT'. This strategy is used imaginary to develop a project .In this project students plays a both role as a teacher and student. Microsoft office software's, internet facilities are used for development of project. In application of ICT subject various strategies are used for study. For understanding of cooperative learning method, pair and share type is used for one topic. It is convenient for study.

In teaching competency II   all students used Team Teaching, Technology based Lessons, Advanced organizer model, Inquiry- training model , Concept attainment model , Jurisprudential model as per method.

Whatsapp tool is used for immediate. Communication, You tube, pdf, ppt from internet also used for teaching –learning process as rare references and for refresh the concept which are difficult.

 In B.Ed. 210 'Basics of research' practical, short research problem related to schools was taken into consideration. For this research Experimental, survey methodologies was used.

Thus various modes are used for effective and enriching the teaching-learning process.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[View Document](#)
Link for additional information	[View Document](#)

2.3.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	10	11	10

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[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: 98.86

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: 174

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:

Vidya Pratishthan's college of Education has continual mentoring mechanism. College have arranged strong mentoring system. This mentoring system provides healthy atmosphere for development of students. All teachers provides continual support for development of students like mentally, socially, intellectual and emotional, professional abilities/skills. For all this development different types of activities and programs are arranged by college and efforts are made by mentor teacher as well as students. In the beginning of academic year Dairy group are formed as a mentor group. Mentor and mentee work together for their academic and professional development .Every Saturday meeting is arranged and it is mentioned in regular timetable. Problem of the students related to diverse need and teaching competencies such as micro-teaching, practice lessons, internship and action research work, group wise activities are discussed in the meeting. Student-teacher gets academic and non-academic guidance in the meeting. Mentor always try to mentor according to diverse need. Mentors usually meet with students one by one or in small group. Teacher educator work as a parent-teacher and mentor of the students throughout the academic year. In some rare circumstances parents are informed for meeting.

B.Ed. course 111(B) Co-curricular Activity and Social service under this course various competition and activities are conducted according to Dairy group wise such as Rangoli competition, Cooking competition, Elocution competition, flower arrangement competition, singing competition. B.Ed. course 209 Understanding of Self under this course student gives Speech on given topic as well as group

discussion is conducted in students group. Students are given activities and they plan it and distribute work in group and they themselves conduct the program and take responsibility of completion of that program, in this way they work collaboratively. Because of that different types of inter personal and intra-personal skills are developed. Different attributes such as good communication, leadership, confidence, stage daring, team work, creativity etc. are developed among students. For that continuous Mentoring is done by mentors. Mentor recognize weak students and helps them to increase their confidence, they guides them how to cope with stress, mentor recognize stressed students and help them in solving problems.

Every activity and action of students is observed by mentor teacher. Seminars, workshops, tutorials, assignments, all subject practical's, technology lessons evaluated and observed by mentor teacher. Mentors guides and counsels according to their needs. They solve the problems of student-teachers related to academic and personal which is barriers of education. Mentor motivates students to be updated with new trends in education. They motivates students to read educational journals, magazines, blogs etc. as well as they guides to go in library and go through the reference books and motivates for extra reading. During the B.Ed. program mentor guides their students for their future opportunities in teaching profession.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3.6

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

1.   **Special lectures by experts**

2.   **'Book reading' & discussion on it**

3.   **Discussion on recent policies & regulations**

4.   **Teacher presented seminars for benefit of teachers & students**

5.   **Use of media for various aspects of education**

6.   **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: D. Any 2 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](#)

2.3.7

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

Response:

Vidya Pratishthan's College of Education focuses teaching learning process on nurturing creativity, innovativeness, intellectual and thinking skills, and empathy and life skills among the students.

1.   Cultural program- Drama cum Dance (Specially abled child and their problems)

On the occasion of Foundation Day of Vidya Pratishthan's institution has organized various cultural events. In this cultural program college has selected theme of specially abled child and their problems. Drama cum Dance style is selected to present this theme. Teaching is known as Nobel profession, so teaching profession has given significant responsibility to shape child personality development. Every child is considered to be unique, required attention and special care. That's why there is always continuous requirement of proficient teachers who have gained expertise in helping students with disabilities and disorders.

The purpose of selecting this theme:

Objectives:

1. B.Ed. curriculum includes Inclusive Education study.
2. To sensitize these special students and understand their problems.
3. To create a sense of respect for such students in the society.
4. To create sensitivity among B.Ed. students about such students.

While preparing the dance the students select the theme and according to the theme they select Drama character and dialogues. They represented it in the dance form. While performing they presented and visualized the personality through pictures on digital screen. From this dance sensitivity and respect, awareness about specially handicapped, disabled students was created. From this activity creativity, innovativeness, intellectual and thinking skills, and empathy and life skills was developed among the students.

If we help these students by giving a helping hand to them they will unlock their ultimate potential and

become successful in life. The way we look towards, this children's should be changed and this students should be treated likes other students in our society because we have examples of these people like Helen Keller, (specially disabled Teacher) Pranav Bakshi (India's first model with autism), Arunima Shinha(First disabled women who climb Mount Everest). So we should not underestimate the specially handicapped persons and should always motivate them.

2. **Cultural program- Old Age Home Visit**

Objective:- To create awareness about social problems.

To create sensitivity towards senior citizens.

To strengthen the bond between senior citizen and

Student teacher.

Vidya Pratishthan's College of Education, Baramati organized a field visit to old age home at Tadulvadi Tal.Baramati under the B.Ed.111-B 'Social Service' Activity. All Students visited Old Age home, Tandulvadi on 21 January 2023. In this visit various activities have been performed. On the occasion of Makar Sankranti 'Tilgul Ceremony' was celebrated. This activity was taken to strengthen the bonds between senior citizen and student teacher. Various types of programs were conducted by student teachers like Dancing, Puzzles, Singing, Poems, Powada, and Bhajan etc. Most of the senior citizen have participated in this program. They presented their own skills. Few senior citizens expressed their opinions and their feelings, emotions with the student teachers.

Respected Principal Madam expressed their gratitude. Some sweets are given to all senior citizens by college. The program was organized under the guidance of Head of Cultural Department. Students participated in this activity enthusiastically. From this activity creativity, innovativeness, intellectual and thinking skills, and empathy and life skills was created among the students.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4 Competency and Skill Development

2.4.1

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

    1.**Organizing Learning (lesson plan)**
    2.**Developing Teaching Competencies**

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

Response: A. Any 8 or more of the above

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

2.4.2

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

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

2.4.3

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

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

Response: A. All of the above

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

2.4.4

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

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

5.Rating Scales

Response: 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](#)
Any other relevant information	[View Document](#)

2.4.5

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

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

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

2.4.6

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

events through

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

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

Other Upload Files	
1	[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Internship is core part of B.Ed. course. Each academic year starts with planning of all activity which is implemented throughout the academic year. Meeting is arranged to plan the internship program. It is planned by head of the Internship. Head of internship program calls the meeting. Internship is a key aspect/ factor of teacher training program, so all the aspects and activities are discussed by the faculty. In this discussion, which school to be selected for e.g. Marathi medium and English medium schools.

 Schools which comes near to Baramati and located in proper Baramati, are selected for internship. Head of internship goes to selected school and request to school principal to allow the school for internship. Schools for internship are allotted as per the medium of instruction. Internship school is allotted by college for first year students. Second year students can select school for internship by themselves according to their convenience.

Head of internship program and group incharge goes to selected schools and arrange short meeting with school principal and teachers and they gives information about internship planning and format of internship activities.

Before going in selected internship school Head of internship organizes orientation program for student-teacher. Separate orientation is conducted for first year students and second year students. Planning according to dairy group, which rules should be followed by student-teachers these points are discussed. Internship duration of first year is 4 weeks and second year duration is 16 weeks. Which activity is to be done in 4 weeks and which activity is to be done in 16 weeks, is oriented in details by head of internship. In that program he guides student-teachers on various activities, evaluation charts, rules and regulations, maintaining reports with schools etc. Head of internship gives information about rules to be followed by student-teachers in internship period such as dress code as a part of teaching practice. School curricular and co-curricular activities that they have to perform during internship period and about using teaching aids etc. students are informed about various school curricular and co-curricular activities that they conduct during internship period. Role of school and school teacher is discussed in order to keep uniformity in assessment of student performance.

On the first day of internship all the faculty goes to school and arrange meeting with school coordinator and discuss with coordinator about the planning of internship program. Teacher coordinates between student teacher and principal. Teacher play role of facilitator, mediator, planner, observer on the first day of school there is an interaction between school coordinator, students-teacher and Dairy group head. Any queries of the student-teacher are solved by the teacher. While internship is going on group incharge visits to school and observe student-teacher performance and solve their doubts as well as suggest them corrections in their performance.

 First year students observes all activities which runs in schools during internship period. They assist to school teachers. Second year students organises all activities in schools. They participate in each activity and take responsibility during internship period.

For Marathi medium, SSC board, granted or non-granted schools are selected. English medium CBSC, ICSE board schools are selected for English medium students in internship program.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.9

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

Response: 2.5

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

Response: 36

File Description	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: A. Any 8 or more of the above

File Description	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:

Our college conducts internship program for teacher trainee as prescribed in the syllabus given by Savitribai Phule Pune University, Pune. Institution adopts effective monitoring mechanism during internship program. College follows well-planned and organised schedule for internship program. Student teacher guided by teacher educator and faculty for internship program.

The role of teacher educator is very important. Teacher educator communicate with schools. They facilitates and monitor the internship program. Teacher educator ensures regularity and punctuality of teacher trainee. During the internship program they always look after the problem faced by the students in the schools and suggest solution at their level. Teacher educator assesses the students observation skills, how they participate in school activities, how they handle the situation and hurdles at their level. Teacher educator assess how student handles situation when they face problems during school activity. Teacher visits to school and observes all activities of student trainee like their lesson plans, attendance, preparation of practical, lesson notes, and observation of trainee by other trainee. Mentor will authenticate the report prepared by student teachers.

School Principal plays vital role in internship program. School Principal allot the school for internship, he takes care of their regular timetable and orient to supervisor and mentor teacher. He gives information about rules and regulation which should be followed by student-teacher. Even principal gives information about activity and program as well as school calendar.

Role of school teacher is important in internship because they welcomes to student-trainee first. After that they provide a comfortable environment to trainee. School teacher supports and encourage student trainee in preparing lessons planning and activities. They provide them guidance for the lesson. They gives information about student trainee to their concern mentor teacher. Classroom performance of student trainee is observed and evaluated by school teacher. Feedback and corrective measures are suggested to them. School teachers gives various duties to students teachers like checking of answer, script organization of co-curricular activities, maintenance of attendance register, correction of home-work, notebooks maintenance of classroom discipline etc.

Peer observation plays important role in internship program. First year and second year students observe

peer students observation. First year students observes lessons of school teacher and peers. Second year students observe lessons and activity of other peers. They do observation of each other.

Student-teacher observe each lessons and give feedback of peer observation. It helps to student-teacher to be aware about strength and weaknesses and they improve themselves according to their feedback. Peer groups performs on various assigned duties of co-curricular events for its successful completion. They work collectively on each duties and activities. . Peer observation is part of an assessment in which students are evaluated and gives feedback to another students.

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Link for additional information	[View Document](#)

2.4.12

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

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

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

Response: 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](#)

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: C. Any 3 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](#)

2.5 Teacher Profile and Quality

2.5.1

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

Response: 91.67

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: 27.27

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

Response: 3

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: 20.55

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

Response: 226

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:

College teachers are constantly taking efforts to keep themselves updated. College has done various in house discussion. All faculty members are participated in In house discussion on curricular and its implementation. All faculty members take active participation in topics related to co-curricular different policies and issues. The purpose of In house discussion is to aware about recent changes and development in recent policies. Teachers are get ready for new trends and different issues in education. Different types of solutions are suggested. Apart from the teaching of professors the study of social, political, educational affairs is always complementary to studies. So it helps to add to knowledge of the teacher. Staff academic was starting in college for this purpose.

In staff academic teacher deliver lectures on current development and issue in education and society. In the staff academic everyone select the subject according to their choice. Topics are selected according to recent development, current issue and educational values related e.g. technology and advanced teaching, mind mapping, research methodology, unemployment budget, stress management, yoga spirituality, core elements, Rusa information program etc. after that, discussion session is held on it.

Various workshops and FDP Programs attended by faculty such as Techno-pedagogy and andragogy, National workshop on 'Implementation of NEP 2020., FEEL TEACHER Learning and development intervention program organised by Mother institution.

Honourable principal mam encourage all faculty to participate in webinar, seminar, workshop which is organised by various institution and teachers are encouraged to participate in FDP as well as orientation programs, refreshers courses etc. our institution organises different type of FDP program and our teachers participate in this program.

College provide self-appraisal form for faculty. They are supposed to fill up all activity and program which are completed by them. It is evaluated by honourable Principal and feedback is given by principal for development of professional efficiency. This mechanism is monitored to academic and professional

development.

Faculty learns new emerging technology and integrate in to their teaching and evaluation process such as video conferencing, Google Meet, Google form. They uses online resources for their teaching learning process and for their professional development.

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Any other relevant information	[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 is affiliated to Savitribai Phule Pune University. CIE is the mechanism to find out the attainment of program learning outcome and course learning outcome. College follows the procedure of conducting the continuous internal evaluation as prescribed by the University. General Managing Committee is the best practice of our Institution. It has various departments effectively functional at college level throughout the year. As per the norms of SPPU, Examination department having CEO appointed by the college with two assistant faculty. CEO is the mediator between college and University regarding all grievances during examination.

Orientation is conducted by the exam department about total CIE of the academic year. In orientation program guidelines, planning and implementation of continuous internal evaluation is discussed in detail and also the external evaluation process is discussed. The continuous evaluation includes almost all activities such as teaching competencies, practical, assignment and seminar, practice lessons, internship, prelim examination. The schedule of CIE is prepared as per given timetable in academic calendar.

Internal Evaluation:

Students are given instruction regarding attendance. There is transparency in evaluation of each activity. B.ED. course activities are evaluated time to time through whole year. The records of the students are maintained by the faculty and they are assessed on the basis of their performance and according to evaluation chart .Every internal activity of each student is supervised, verified and assessed by the faculty at institutional level. If there is any modifications or changes the faculty guides student. The performance of the students in CIE is supervised and analysed according to the criteria of Savitribai Phule Pune University. Uniform assessment process is followed for all the activities. At the end of each activity marks has been displayed on the student Notice board before proceeding next activity.

Internal preliminary examination are held after completion of the syllabus. Prelim Exam notice is

displayed on notice board. Timetable is given to students before 20 days of prelim exam. Examination is held as per rule of the University question paper pattern. After evaluation, those students who are failed or absent they are given the remedial teaching. The Re-exam is scheduled for these students and getting them along with other students. Marks of prelim exam are displayed on Notice board. Students consolidated internal work is evaluated by Exam committee. Internal evaluation must be finished in the given time. Consolidated Internal marks are displayed on the student notice board. If any doubts or query about the marks, students meet to Exam committee and they resolves the doubts. All internal work is moderated by moderation committee appointed by SPPU and final marks are submitted to university exam department.

According to SPPU guidelines in pandemic situation examinations were held in online mode. The question paper pattern was MCQ types. Question paper was prepared by concern subject teacher bilingually. Question papers were created in Google forms to take exam in online mode. Exam was scheduled and link was provided to students on WhatsApp group according to their medium of instructions and after submission of Google forms, the marks was displayed immediately.

In this way college emphasises the transparent mechanism to implement of CIE throughout the year.

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: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The Institution is affiliated to Savitribai Phule Pune University and strictly follows the procedure of conducting the continuous Internal Evaluation as prescribed by the University. Our Institution has Examination department which receives the grievances related to internal and external examination and assessment. Examination department takes responsibility to sort out the grievance related to internal assessment and external examination. Principal of our institution also sort out issues that might need their attention.

All types of grievances related to evaluation is taken in to consideration by examination department. Various activities run throughout the year and assessed by concerned faculty. If students have any query about marks, they contact to concern faculty and if it is not resolved then they meet to exam department about their query. Exam department discuss the issue with concerned teacher and students. They resolves the problems systematically.

After completion all activities consolidated chart of marks are displayed on notice board. Students are instructed to cross check the marks given in the consolidated charts with their records. If, there is any corrections in marks they inform to exam department.

College has internal exam committee. All the heads of various department are the members of exam committee and this committee has all the rights as per the norms of SPPU to resolve the issue related to Re-exam and absent students. In case of absent students/ any accidental situation /medical reasons, re-exams are scheduled for these students. Criteria of marks in that type of cases is fixed if student is absent he is given 50% marks, and if students has medical issues they are given 60% marks.

Final/ annual examination held by SPPU, during final examination any query regarding question paper send by University, it is immediately resolved by concerned University Exam officer. If there is any problems regarding change in students name, application is send to University through college. If the students have some doubts regarding his final results they can apply for Re-evaluation. This process is

mediated by college. Every year vigilance squads visits during final exams. There is no adverse remarks by vigilance squad regarding conducting the annual exam.

Exam Department takes necessary action about evaluation process and results. College contact with university regarding any mismanagement in conducting examination from university side. The students can apply for Re-evaluation. Examination committee deal with types of grievance such as pre-exam grievance and post-exam grievances.

In pre-exam grievance non availability of receipt, misplacement of photo , incorrect spelled name on admit card, incorrect subject or method mentioned on admit card, non-availability of hall ticket there types of grievance are considered as pre-exam grievance. Non declaration of result+, absent entry for some papers or specific papers, non-availability of name in result list –all these grievance are considered as a post-exam grievances.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)

2.6.4

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

Response:

In the academic calendar of SPPU, commencement and conclusion dates are displayed on websites. According to the guidelines of the SPPU our institution has arranged meeting by IQAC with each Head of department with principal regarding academic calendar. After discussion, head of G.M.C. prepares Academic calendar of institution.

As per the directions of the IQAC, G.M.C. head conducts the induction program about all over activities running throughout the year. Our institution organizes WELCOME program for new admitted students. Our principal delivers a speech to motivate the students to use the Physical facilities and human resources for their self-development. All students are given an opportunity to introduce themselves. Student self- introduction program gives us information about strength, weaknesses, achievements, hobbies, background of students and mainly why they choose B.Ed. course as their career.   G.M.C. In charge has given orientation about overall B.Ed. curriculum. Course wise academic support provided to learners in the content and pedagogical paper by faculty.

First year and second year academic calendar is different and it is prepared separately. For theory course time table is prepared as per academic calendar. Theory course lectures scheduled in morning session and simultaneously micro-teaching skill (competency I) is conducted in afternoon session. The timetable itself indicates teaching of theory courses and micro-teaching is organised side by side in afternoon session. The time slot which is allotted in academic calendar for each and every activity is totally followed while preparing the timetable. For micro-teaching 2 credit (32 hours) are allotted in B.Ed.

syllabus. It is strictly scheduled and followed according academic calendar.

Teaching Competency II is proceed according to time table after completing Teaching Competency Ist. Technology based lesson, Team teaching and model of teaching are scheduled according to timetable. Examination department prepares time schedule for practical and seminar according to academic calendar. Course wise practical orientation is given by concern subject teacher.

Practice lesson and Internship program (Teaching competency III) are planned according to academic calendar. Practice lesson guidance is given by group incharge and Head of the internship gives orientation about schedule of internship program.

For first year students 4 weeks internship and second year students 16 weeks internship is arranged as per academic calendar. Second year internship is planned in the beginning of academic calendar. Internship orientation is given to students. Meeting is arranged with school principal to guide about internship evaluation. In internship each and every activity is monitored, supervised and evaluated according to evaluation charts. After completion of internship, marks are submitted to department.

As per academic calendar ICT practical's held according to batches. This program is scheduled for 16 hours. Batches are there for practical. Computers are available for students. After completion of practical work, there is viva and presentation regarding practical work. Students submit hardcopy as well as softcopy of practical.

Cocurricular activities are arranged according academic calendar throughout the year. In that activity dairy group wise planning and organisation of each activity is arranged. When the activity is going on teacher observes students attributes. B.Ed. second year 208 and 212 activities are taken group wise according to timetable. After completion of all activity, marks are displayed on student's notice board.

File Description	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:

Program learning outcomes and course learning outcomes both plays an important role in the learning process. The P.L.Os is the measurable knowledge or skill that a student would have acquired upon program completion. This helps students and faculty to understand learning objectives and the outcomes of the program.

As per prescribed B.Ed. curriculum of SPPU, the P.L.Os and C.L.Os are prepared by our institution. The IQAC of the college and concerned department prepares the P.L.Os and C.L.Os as per local needs. P.L.Os are discussed and explained in induction program with students by G.M.C Head. C.L.Os are discussed separately in the beginning of each course. For the attainment of P.L.Os, knowledge, skill, attitudes and competency is provided by our institution in the form of academic, cultural, social activities and experiences. For the teaching learning process all the academic facilities and infrastructural support is provided to students time to time by institution.

Our institution prepared timetable of theory and practical work for attainment of C.L.Os. Our faculty uses various modes of teaching learning so that students and teachers interactions done properly. Students who have difficulties in learning, they are monitored by faculty.

Evaluation of outcomes serves the institution as an effective tool for introspection and improvement. With effective teaching learning process students are guided with required mentoring, so they achieve the desired outcomes properly. Internal assessment of each activity is taken throughout the year. All courses prescribed in the curriculum are accessed properly with the help of internal assessment. Those students who are weak or absent have given opportunity to complete their work and getting along with other

SPPU organised workshop on preparation of Evaluation Tools of B.Ed. program. Evaluation Tools was prepared by discussing with all participants. Evaluation Tools are approved by Board of Study and sanctioned by management council of SPPU.

After completion of internal assessment final/ annual exams are conducted by SPPU. Internal assessment and Final results of SPPU is the way to assures the institutional alignment of stated P.L.Os and C.L.Os

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

2.7.2

Average pass percentage of students during the last five years

Response: 94.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
84	78	89	93	49

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](#)

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:

PLOs and CLOs are planned in the beginning of the year according to curriculum and objectives of the course. PLOs and CLOs itself indicates the development of personal and professional attributes.

All activities are planned and implemented in line with program learning outcomes and course learning outcomes. For the development of professional attributes activities are conducted and monitored through mentor groups such as micro-teaching, practice lessons, internship program, ICT practical.

In B.Ed. course student- teacher develops various skills through their theory papers. They uses these skills in Secondary and Higher secondary level in their teaching, such as educational management, emerging new trends in education, application of ICT tools in education, how to maintain quality of education. Student-teacher develops skills such as management of school, education of psychology and sociology, concept of Inclusive education, child psychology. At school level students get idea about how to do assessment, evaluation, how to teach content of school subject, how to use advanced pedagogy etc.

In teaching competence Ist , in micro-teaching various skills practice are taken by the students. Skills such as introduction, demonstration, simulation, explanation, questioning, black-board writing skill. E.g. In demonstration how to demonstrate science experiment, how to do black board work writing properly, how to explain the topic with suitable teaching aids. In reading, how to read the topic using punctuation marks.

All these teaching competences Ist skills are integrated in integration lesson. Because of all these skill development, students uses these competences in integration lessons very effectively.

To take school practice lessons, students are guided to prepare lessons notes. They are trained to use various method according to their subject methods. Such as in science method demonstration method is used, in English method lecture method is used, for history method discussion method used.

From internship program school work experience is given to students. Student-teacher get real classroom experience. Student-teacher developed through various perspective and pedagogy courses. It enables

students-teacher to internalize the role of the teacher as a facilitator of learning, classroom manager. From practice lessons and internship, students get real classroom experience.

B.Ed. practical 111(A) ICT skills and competences are developed through ICT practical. Skills such as intra personal and inter personal skills, organization and planning, implementation of skills, leadership qualities, confidence, stage daring are developed through activities.

How to deal with social problems, empathy, social commitment, these skills are developed through social service.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 94.44

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

Response: 85

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	[View Document](#)
Data as per Data template	[View Document](#)
Any other relevant information	[View Document](#)

2.7.5

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

Response:

In the beginning of the course, student have various learning needs such as improving content knowledge, content delivering knowledge, confidence, stage daring, communication skill, abstract thinking, critical analysis, inter and intra personal skill etc.

To begin with the academic year institution organises Wel-Come program for new admitted students from this program teachers understands their strength. Weakness and their needs. College has provided training under teaching competency I and II. In micro-teaching teacher understands their confidence, attitude, stage daring. From that mentor get idea about student. Teacher decides teaching strategy according to their need.

Educationalist realise shortcoming of teaching method after that models of teaching are emerged in teaching learning process and it is included in B.Ed. first year syllabus in competence II

According to objective models of teaching are used to prepare lesson plan and students takes lesson of models of teaching. Teacher evaluate this lessons according to rubrics and creates new vision of teaching.

Our faculty uses various modes of teaching learning prepare lesson, note according to their method, However the skill of preparing lesson note is developed within students.

By using this strategy teacher gives responsibility to student according to ability from start to end of activity. Teacher gives different types of teaching experience if some student needs personal counselling teacher guides them.

Through practice lesson real classroom experience is given to student, by giving direct classroom teaching experience student-teacher understand how to handle students in class, time management, communication skills etc. attributes are developed.

In second year, student-teachers are given internship program responsibility. They have to organise and implement various activities under internship program. From this internship understanding the role and responsibility of professional teacher, communication skill, how to connect with student's, supervision skill, observation skill, evaluation skills and management skill are improved through internship program.

ICT based skill and competencies are developed through ICT practical skills such as technosavyness, subject knowledge, content knowledge, hardware related skill, software related skill, browsing skill, presentation skill etc.

In collaborative task teacher gives responsibility according to their needs e.g. student, who is taciturn has given social work activity to leadership. Through Interview, Case study and survey method student have to complete various responsibility.

Through co-curricular activities how to deal with Community, Social skills development, Inter and Intra Personal Skills, Problem solving, Leadership creativity, Communication Skills Empathy, Boast confidence,f sense of responsibility, these attributes are developed.

Through various sports activity team building, helping to others, mental and physical health, leadership, involvement in each activity these attributes are developed.

Through stress management program students can cope with their stress of academic and non-academic problems. Through self-understanding activity B.Ed. course 209 is arranged to nurture personality after completion of this program sort analysis, group discussion, interview skill, communication skill, reflection of every activity in view of every future teacher.

Thus in focus of our institution "Vision and Mission" College try to develop students learning needs through B.Ed. training program.

With the help of PLO and CLO institute leads towords our moto to produce competent committed and professional teachers and responsible citizens who will work as agent of social change in the society.

File Description	Document
Documentary evidence in respect to claim	[View Document](#)
Link for additional information	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.91

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	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

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

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

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: E. None of the above

File Description	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: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	[View Document](#)
Documentary evidences in support of the claims for each effort	[View Document](#)
Details of reports highlighting the claims made by the institution	[View Document](#)

3.2 Research Publications

3.2.1

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

Response: 0

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

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

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: 0.27

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

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

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.3 Outreach Activities

3.3.1

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

Response: 1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
03	02	01	01	01

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: 53.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
88	94	94	97	99

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

3.3.3

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

Response: 52.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
89	89	94	99	99

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

3.3.4

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

Response:

Vidya Pratishthan's college of education conduct various outreach activities for B.Ed. students regarding social concern and support community enhancement. These activities are essential for developing students' social awareness, empathy, and participation. The college performs outreach programme in order to achieve these goals, highlighted in the following overview

Old age home visit: - Vidya Pratishthan's college of education, baramati organized one-day field visit to old age home. One of the main purpose of this activity is to make them feel special, to make them happy and put a smile on their face. Different activities are arranged by student for them like Tilgul ceremony, singing the songs poem bhajan, puzzle solving.

Environmental Awareness: - Vidya Pratishthan's college of education and Environmental forum of India (NGO), baramati organized various activities to aware about environment like lecture series, tree plantation, international yoga day. The college is organized plantation program to nurture a healthy environmental awareness. Each and every student along with faculty members is fully involved in the national festivals, and government and nongovernment campaigns. The display boards of environmental awareness, use of different resources, social harmony, unity and moral values are displayed on the college campus. The College takes an active role in developing eco friendly environment in the campus. The college regularly organizes different activities for inculcating the values of tolerance, harmony towards cultural diversities. It helps to nurture social awareness and responsibility among the student teacher.

College organise different activities for connection with society. The activities are as follow

1 Energy literacy

2 Consumer Protection

3 Superstition

4 Health awareness

5 Water literacy

The college has selected two villages namely jalochi and rui for this activity. In this activity two diary groups student teacher together prepared questionnaire. Group incharge professor guide to preparing questionnaire and conducting the activity. Student conduct a survey on scheduled date in the village and fill the questionnaire. Student interpret the information and prepare a report and make recommendations.

Women Empowerment: - On 8 march the college organize event for women parents. Assistant Professor Dr.Kalyani khanwalkar deliver a lecture on 'Role of women in today's context'. The aim of this event is to provide a platform especially for housewives to express their expectation. It is seen that the aim of programme achieved when the female parent expressing their filling and expectations.

** Birth anniversaries and death anniversaries of various social reformers are celebrated under the cultural department. The program begins by garlanding their images. As per schedule two student give their opinion about the social reformer. Chairperson gives his valuable opinion about social reformer and the overall program.

**A lecture was organised by assistant professor Deepmala Waghmare on the occasion of Dr. Babasaheb Ambedkar Jayanti under the department of cocurricular.

** On august 5,2023 college arranged the first activity i.e. the lecture on importance of millets and cereals in diet and their health benefits.

Different days are celebrated under cocurricular department

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

3.3.5

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)

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: 2.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	04	04	0	0

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

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**

Response: 00

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)
Link for additional information	[View Document](#)

3.4.3

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

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

Response: 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](#)
Any additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Vidya Pratishthan's college of education has well equipped classrooms including ICT facilities, Seminar hall, Computer lab, Linqua lab, Psychology lab. The institute has huge ground and also sports infrastructure including girls and boys gymnasium also. The college has facilities such as Guidance rooms, Music room, IQAC room, Exam room, Sports room for indoor games such as e.g. carom, chess etc. The college has separate restrooms for girls and boys. College website has been updated regularly, college has CCTV surveillance systems for security. The college has pure drinking water (RO) facility.

Computer Lab- Computer education is a compulsory subject of new B.Ed. course. We are using our own lab which has 29 Computers, LAN & Broadband connection of internet for computer training of B.Ed. students.

Intercom Facility - Intercom facility is also available to principal cabin, library and office premises.

Language Lab - Our College has a well-structured language lab. We have Linguaphone L21 with Eye speak software which is very useful for the student teacher.

- The content available in the software & printed form is highly rich & practically useful.
- Students play word games, solve comprehensions, grammar games, vocabulary enrichment activities.

Psychology Laboratory -

College has a well-equipped psychology laboratory. Various psychological test, apparatus are available in the laboratory.

Teacher & student can use the psychological test & apparatus for research purpose.

Library – college has a well well-equipped library. Library have Reference books, Textbooks, Novels, Critics, and Thesis & Teaching Aids.

Reading Hall for students and staff. SOUL Software is used in the Library.

College library has organized and provides access to various kinds of information recourses

Including academic books, textbook, alternative book for additional reading and references catering to the needs of students and teachers.

The library is equipped with internet facility. The librarian uses computer for book issue /return. Data entry of documents, maintaining user's record and other library document work. The library organizes the exhibition of recourses every year. The student teacher is provided with information on how to avail library and reading room facilities during the library orientation session.

The library is well equipped with good collection of books. The library is automated through an integrated library management software named 'SOUL' developed by INFLIBNET. The software is based on client server architecture.

Users can access OPAC for search options. The library has 3 computers with internet connection. The library has separate reading hall facility, 168 users can sit at a time. The college provides internet facilities in the computer laboratory instead of library for the use of students as well as staff.

The college has ICT Lab which has 29 computers connected with internet. Regular maintenance have been taken by attendance. ICT Lab is used for technology based lectures, ICT practical's etc. Students do the practical work (PBL) in the laboratory. Student's computer ratio is 3:24. College don't have e-content development facility.

Classrooms are ICT enabled which can accommodate 100 students, also equipped with glass board, DLP OHP. The placement cell provides different services e.g. Advertisements have been share on Whatsapp group for the kind information to students.

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

4.1.2

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

Response: 100

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

Response: 5

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

Response: 5

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: 63.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
1185382.00	1459604.00	1439743.00	1562700.00	1180130.00

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Name of the Library Software –SOUL, College version: 1.0

SOUL has 05 modules named Acquisition, Catalogue, Circulation, Serials control and OPAC

Acquisition module includes Suggestions, Order processing, Accessioning, Payments, Master database and Reports.

Catalogue Module: Cataloguing process includes three items. Title in process, new records, Edit records, catalogue search is very easy to users.

Authority file maintenance: Is a master database, where entry is to be made once. This gets reflected throughout SOUL and is used in its various modules.

Authority files are created to using standardised spellings, code and abbreviations of language, publisher, author etc.

Publisher section enter all the details about Publisher, Supplier and Binder. In case new is to be added in the database then click Add and enter details.

When we click subject button. A screen will appear showing subjects and their respective class numbers.

Circulations module includes all the elements of circulation section required in a library. Each sub module, includes activities of different aspect of work normally carried out in the circulation section. It has got provision to automatically produce reminders for overdue books, calculate overdue charges and accordingly bring out reports of various activities for taking policy decisions and effective follow up. Module includes: Membership, Reminders, Transactions search status, Inter library loan, Reports, Overdue charges and Maintenance. Membership facility is basically meant to create and update membership records in a library.

New member: This facility is provided to enrol members to the library and create new membership records. Whenever there is need to add new information under specific fields, one can do so by clicking Add button and entering information. Members code will be used at various places e.g. Identity card, Reminders etc. Please ensure that before clicking the Exit button, save button is clicked so that the information could be saved on the Members database.

Master databases: This database contains details about member categories, institutes departments, courses. Access to this module is for super users only.

Calendar: This facility enables a user to crate library calendar by entering list of holidays as per universities calendar. This aspect can be taken care of for deciding number of days books are to be issued to members.

Edit /Update record: This facility is meant for editing or updating a member's record using member's id or name.

Delete membership: This facility will enable the user to delete membership either group wise or single.

Search facility enables a user to find whether a member has got any dues against his/her name.

Transactions sub module includes all activities of circulation section e.g. Issue return, Renewal,

Reservation, Reminders etc.

Reports section basically provides reports on aspects of activities carried under circulation section of a library.

Maintenance section provides information on Lost, Damaged, Missing, Withdrawn books. This option is for super users only.

OPAC: Online public access catalogue is a catalogue of all the materials held by the library.

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Web-link to library facilities	[View Document](#)
Link for additional information	[View Document](#)

4.2.2

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

Response:

The College has well stocked library National, International Journals, News Papers are available in the library. The library is automated through an integrated Library Management Software named 'SOUL' developed by INFLIBNET. SOUL having six modules. Users can access OPAC for search purpose. The transaction feature allows to track the issue return status. The library has three computers with net connection. The college has provides Internet access to the students and teachers in computer laboratory instead of library. The students and teachers utilizes these facilities. Users have free and easy access. We know e-journals need and importance but just now library don't have remote access facility. Library don't have e-subscriptions, but next year we will definitely subscribe e-journals and databases. We have plus to subscribe N-list programme of INFLIBNET for it.

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: E. None of the above

File Description	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: 0.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.07763	0.11918	0.1595	0.10396	0.01841

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](#)
Link for additional information	[View Document](#)

4.2.5

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

Response: 5.87

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: 120

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: 289

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: 142

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: 155

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: 392

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

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](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Computer Lab- Today's era is known as digital world. Our students are represents as the teacher in digital world. Computer education is a compulsory subject of new B.Ed. course. We are using our own lab which has 29 Computers, LAN & Broadband connection of internet for computer training of B.Ed. students. Most of the staff has completed D.I.T. & advanced course of Intel Master Trainer's.

Maintenance of ICT Laboratory – ICT Lab. is maintained periodically. Rules of ICT Lab. is followed by students. Whenever practical batches are organized, attendance is maintained by group in charge professor. Computer operators maintain all computer lab. Equipment's regularly. Antivirus software installed for safety. ICT practical CD's are collected and records are maintained by ICT department in charge for moderation of Savitribai Phule Pune University, Pune.

Utilization of ICT Department - Each seat has its own power sources for computer and laptops. Computer Lab is equipped with adequate number of computers. The lab is made available to all with prior approval. This lab is used to complete the practicals and projects of all students.

ICT Lab. is used for -

i) Technology based lessons.   ii) Searching references.   iii) ICT practical.

iv) Collecting data in the form of PPT's. Pdf, world file, images and videos for research, seminary and assignments.

v) Curricular and co-curricular activities.

Classrooms are ICT enabled which can accommodate 100 students, also equipped with glass board, DLP OHP. College has CCTV surveillance systems for security. Seminar hall and multipurpose hall have DLP projector facility. Intercom facility is also available to principal cabin, library and office premises. Seminar hall is being used for small function and moreover curricular activities. College has a well-equipped multipurpose hall, 'Vivekananda Hall 'with capacity of 500. It is used for – Lecturer series, Yoga, Workshop, Seminars and Cultural Programme. IQAC department, Examination department have computer and internet facility.

Our College has a well-structured language lab. We have Linguaphone L21 with Eye speak software which is very useful for the student teacher.

The library is equipped with internet facility. The librarian uses computer for book issue /return. Data entry of documents, maintaining user's record and other library document work. The library is automated through an integrated library management software named 'SOUL' developed by INFLIBNET. The software is based on client server architecture.   Users can access OPAC for search options. The library has 3 computers with internet connection.

The office uses Computers for almost all Administrative functions. (100 MBPS) Broadband is used. The office uses Tally ERP for maintaining Finance accounts. Students can pay their fees through UPI NEFT. The balance sheet of the college is prepared through the software.

ICT is used in admission procedure of F.Y.B.Ed, it includes college registration on Maharashtra government portal, downloading students merit list, allotment list etc. Second year B.Ed. admission procedure is also done with the help of ICT.

SPPU sends all notifications regarding examination work like Letters of Paper Setting, Paper checking, Moderation, Exam schedule, Question papers through E mails. Results are declared through online mode.

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: 4.51

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](#)

4.3.3

Internet bandwidth available in the institution

Response: 155

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

Response: 155

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)
Link for additional information	[View Document](#)

4.3.4

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	[View Document]

4.4 Maintenance of Campus and Infrastructure

4.4.1

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 59.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
1166072.00	1452291.00	1289743.00	1461644.00	1048506.00

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

4.4.2

Systems and procedures for maintaining and utilizing physical, academic and support facilities -

laboratory, library, sports complex, computers, classrooms etc.are in place

Response:

Procedures and Policies for maintaining and utilizing Physical, Academic and Support Facilities - Laboratory, Library, Sports Complex, Computers, Classrooms etc.

Classrooms are ICT enabled which can accommodate 100 students. Access to internet and Wi-Fi connectivity is provided to the faculty members and student teacher of the institution for self-study and preparation of curriculum transaction.

Classrooms are also equipped with glass board, DLP system with display screen, high resolution overhead projector to facilitate & improve student learning and enhance teaching methods.

Computer Lab- We are using our own lab which has 19 Computers, LAN & Brodband conection of internet for computer training of B.Ed. students.

Maintainance of ICT Laboratory – ICT Lab. is maintained periodically. Rules of ICT Lab. is followed by students. Whenever practical batches are organized, attaindance is maintained by group incharge professor. ICT practical CD's are collected and records are maintained by ICT department incharge for moderation of Savitribai Phule Pune University, Pune.

Utilization of ICT Department - Computer Lab is equipped with adequate number of computers. The lab is made available to all with prior approval. This lab is used to complete the practicals and projects of all students.

Intercom Facility - Intercom facility is also available.

Language Lab - Our College has a well-structured language lab.

Psychology Laboratory -

- It helps to develop aptitude, attitude, interest & overall development of personality.
- College has a well-equipped psychology laboratory. Various psychological test, apparatus are available in the laboratory.

Library - Library have Reference books, Textbooks, Novels, Critics, Thesis & Teaching Aids. Reading Hall for students is large enough to accommodate 168 students at a time. SOUL Software is used in the Library. The library had Advisory Committee.

The library is equipped with internet facility. The library organizes the exhibition of recourses every year.

Library Procedure and Maintainance – After admission process the first programme run by the library that is 'Library Orientation'. During orientation student visit to the library, demo is given by Librarian about all resources available in the library.

Sports Complex – Mother Institution Vidya Pratishthan has huge sports complex which includes

ground, a separate well equipped gymnasium for girls and boys having instructure in campus. This centralize facility is provided for all the institutions on the campus.

College has a sport room which comprises of all the necessary sports equipment's, Indoor games like carom and chase to encourage interacted students.

Placement Cell - The placement cell provides different advertisement & vacancies details to the students. Our college alumni occupied prominent positions in various institutions Pune district & within the state also.

Biometric system for Staff – Daily attendance of staff is recorded techniqualy through this system. Thumb impression is used for in out entry. Monthly attendance report is generated in pdf format.

The annual maintainance control of the computer system and other electronic gadgets is outsourced from service providers for periodical checks. The register of the available equipment and dead stock is maintained regularly by the office.

File Description	Document
Link for additional inflrmation	[View 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: C. Any 2 or 3 of the above

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

5.1.2

Available student support facilities in the institution are:

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

9. **Canteen**
10. **Toilets for girls**

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Geo-tagged photographs	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.3

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

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

Response: C. Any 3 or 4 of the above

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

5.1.4

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

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

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

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 35.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	22	46	47	18

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

5.2.2

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

Response: 6.9

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 6

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

5.2.3

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

Response: 3.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	1	1	0	0

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:

At the beginning of each academic year, members of a student representative body are chosen to serve in the Vidya Pratishthan's College of Education. The college has been assigned a number of duties and responsibilities to the student representative's. They act as a mediator of the college, teachers, and the students.

The duties of the student council:-

a)   Interact with staff, teachers

b)   Encouragement to students for active participation in all co-curricular programmes.

The goal of student council is to develop a strong leadership and enhance the commitment to Democracy. In order to fulfil the goal. The College appointed student teachers as a representative   through interview. They perform their duties under the guidance of the General Management Committee (GMC) coordinator and principal of the college. The student council and college organize various programs and the student representative plays an active role in academic and co-curricular activities.

A) Structure of Student Council: It consists of

a) President

b) GMC coordinator

c) Student representative.

B) Eligibility for the student representative-

a)   75% attendance in last academic session.

b)   Communicational skills and potential.

   c) Good behavior and good character in college.

   d) All students maintain their role sincerely. Student Council members and their function are

      monitored by General Management Committee (GMC) coordinator.

C) Various Department-

Student council members are representative of various department such as library, anti-ragging, Darpan wall magazine, computer department, health department, cultural department.

D) Function of the council: -

a) The General Secretary and the University representative do the representation of all the college programme.

b) Preparing agendas for student council committee meetings.

c) General Secretary of Student committee represents the Student council at all college events as required.

d) Coordinating the work of the departments.

e) Holds the post of president of the student Committee in absence of the General Secretary.

f) Student Committee Members present their ideas to the Committee.

g) Student Committee member communicates all the results of the Committee to the class.

Women Empowerment: Student council member and college various activates are arranged for (International Women's Day) for women empowerment.

Alumni Meeting: Student council members are contributing to arrange alumni meeting.

Student Welfare: Student committee members are part of the student welfare cell and play an active role in organizing activities and welfare related programs for the students.

Planning meeting with all the GMC member principal faculty and GMC co-ordination is held to discuss academic calenderers imply mentation throughout the year.

There is co-ordination between GMC and Alumni for sharing of new ideas activities.

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

5.3.2

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

Response: 27.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	30	25	34	22

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

5.4 Alumni Engagement

5.4.1

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

Response:

Register of Alumni Teachers Union 14- 7 -2023.Vidya Pratishthan's College of Education is established in 1990, a number of students are educated from this reputed institution. So alumni are the great asset of the college. This institution is located in rural area, so it has a great contribution in the educational development of the rural students. The Alumni Association is functional in the college. Alumni helps in educational growth of the college.

Interaction among the current student is developed through the alumni association. The alumni assistance the present student. There is what app group which creating network among the student is. Alumni participation in the college's growth and development even though it is not officially registered up to 2022. Alumni foster communication among members. At each meeting, the alumni association evaluates the agenda to provide new recommendations for enhancing its operations. Alumni play many valuable roles, helping to build and enhance the brand of the institution through their work force and word of mouth about the institution. Alumni often support new alumni and provide a forum to form new friendships and develop professional relationships with people of similar backgrounds. Alumni of Vidya Pratishthan's College of Education have been well placed in various fields like teaching, education, professional fields, educational and social work.

The association was functioning since its inception.

The mission of the Alumni Association is to foster a sense of loyalty and promote the general welfare of the institution. It offers networking opportunities, which can connect recent graduates with established professionals and help with career change. We celebrate our alumni annual meeting. There is a separate place in the college premises for their general meetings which is Vivekananda hall, where they can discuss, plan, and talk to each other and implements their ideas with the help of college faculty and students. We have created a registration form for all students, they can join this group. We encourage our students to keep our What Sapp groups going and join the alumni Facebook page so that we can stay connected with each other for a long time and they can also share their experiences, memories and any updates about vacancies or upcoming events. We encourage them to attend alumni meetings in large numbers so that they can give suggestions for the improvement of the college. If we talk about the participation and decentralization status of the college, we have as a representative member of the alumni group in the College Development Committee (CDC) and Internal Quality Assurance Cell (IQAC), this member can express their views in the meetings and make suggestions in the functioning of the college. They are constantly developing as resource persons in workshops, orientation programs for newly admitted students. During any seminar for the students, they act as a motivator and help them build their skills for practical situations, also they support the current students to get placed in various reputed schools. The Alumni Association has contributed significantly in the last five years through various activities: - Motivating new students. Organizing various activities .They support online teaching and learning. They support placement. They support internship programs. Some of our Alumni are involved with NGOs to counsel and help underprivileged children. Associated Alumni are active members of IQAC and CDC who deliver guest lectures from time to time. Planning for the development of the college. Two important contributions of Alumni are Placement and Internship. Role of Alumni is important for development. Alumni groups are building the confidence of present students and boosting their moral to try out possible avenues and explore potential opportunities available. With the help of various seminars and alumni meeting the alumni motivates the current students and enlightens them about the current trends going on in the education field and what skills required among fresh graduate before joining the education profession.

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

5.4.2

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

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Documentary evidence for the selected claim	[View Document](#)
Any other relevant information	[View Document](#)

5.4.3

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

Response: 5

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

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

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

5.4.4

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

Response:

Former Student Teacher of Vidya Pratishthan's College of Education it is a matter of pride to have a strong alumni association that strengthens the network between faculty and management and creates an inseparable bond with the students of the institute.

The Alumni Group of the college is an active organization with many alumni members. It organizes formal alumni meetings to reunite with their friends, students, faculty members and management. They cherish their memories and share their experiences.

The college highly respects the suggestions and use of the services of the Alumni for the development of organization in all possible ways. Alumni meet is organized for all the alumni of the college. Many activities are organized for alumni. Alumni are honored by the college. The college held regular meetings with its alumni association. Meetings are organized annually by alumni. College provides a separate room for alumni where they can discuss and exchange their views .These meetings provide a platform for the alumni to give feedback on the functioning and infrastructure of the institute. Alumni of the college with the help of their professional contacts play a vital role in providing career guidance, facilitating internship and campus interview to the student.

Alumni discuss various topics with student to inspire them to give their best and develop their potential.

Apart from the formal Alumni Association meetings, the college also supports the alumni in many ways like collecting suggestions through various networking platforms like Facebook, Twitter, WhatsApp etc., feedback on existing curriculum, updates on emerging trends, etc. Discussion and debate are organized with alumni on a specific aspect of education .The topics for the discussion and debate are as follows:

Guidelines for improving communication skills, sharing of experience on the importance of co-curricular participation, motivational words on how to be a good teacher, sharing of ideas related to constructivist approach, Challenges in the teaching profession, SWOT analysis, Guidelines for how to approach interviews, ICT based education, discussions on how to be creative, lectures on innovations in teaching methods, discussions on enhancing teaching skills, lectures on professional ethics. All these talks and discussions are conducted with the students to motivate them and give scope to their talents in this innovative profession of teaching.

The Alumni association provides dedicated support in all activities of the college.

• Short lectures on Soft Skills, Spoken English, Personality Development and skills to face Interviews, Resume Writing, basic Computer study in ICT lab.

• The Alumni members are invited in faculty development programme.

• Alumni help in pre Internship of new students as they tell them the nature in schools and everything related to it.

• Campus development.

• Active members of various academic and administrative bodies of the Alumni also help the students in many ways.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Institution Vision: -

"To be the best teacher training institute which will be an absolute landmark in rural education"

College has decided the objectives for the fullfillment of the vision these are as follow:-

To provide best teacher training which include unique learning experiences.

To inspire a lifelong love of learning by creating lessons that are exiting, authentic, engaging and relevant to the lives of student teacher.

To ensure among student teacher important of team work, time management, good moral conduct, quality practices and peaceful coexistence.

To produce human resources of exceptional leadership quality to serve nation, in making future citizen.

Mission-

"To produce competent, committed, professional teachers and develop responsible citizens, who will work as agents of social change in the society".

- To imbibe the ten core elements and ten values as specified in the B. Ed. Curriculum.
- To develop a feeling of accountability as a teacher towards the profession.
- To develop higher order thinking skills in order to overcome the challenges of the twenty first century.
- To create amongst the student teachers, awareness about the changing needs of the contemporary world.
- To enable the student teachers to develop technically sound teaching strategies.
- To ensure the sharing and optimum use of all available resources.
- To involve the student teachers in selfless community service.
- To acquaint the student teachers with globally changing trends for being a global citizen.

The governance structure at Vidya Pratishthans College is distinguished by a focused style of leadership and a strong participatory mechanism that are closely aligned with the institution's mission and vision.With that approach, the college leaders team up to put its core values into action.The leadership

group at Vidya Pratishthans College knows the value of reflection and continuous growth.

College has a functional IQAC body since 2004.All the perspective plans intune with mission and vision of the college are discuss and finalize by IQAC. IQAC comprises various stakeholders - management member,teacher,expert from educational field,student participation and non teaching staff.All the dicision regarding perspective plan and its implementation are regariously discussed in each meeting.

In each and every academic year all the activities are arranged as per the academic calender with active participation, and each and every member has the role of decision making.The college has functional GMC comprising both teachers and student. they play very crucial role throughout the academic year.They have judicious right regarding their plan and activity.

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

6.1.2

Institution practices decentralization and participative management

Response:

The college uses decentralisation and participative management because it respects democratic traditions and believes in group leadership.
Decentralisation and participatory management processes -
The Principal is responsible for supervising the all department . Teachers are permitted to change the routine as they feel fit.They regularly take the lead in organising departmental outings, study trips, departmental excursions, workshops, career advice sessions, and exercises with other departments or colleges.
They are free to implement novel and imaginative strategies for the benefit of their students.They can choose the kind, structure, and length of remedial and special classes for their department's students.

In addition to the College Development Committee, the college has an functional IQAC .After IQAC the GMC plays and important role in decision making.Various department like Examination ,Lessons ,Internship, different committee helps for smooth functioning of college under the guidance of IQAC and GMC.GMC takes regular meeting and reported to the IQAC. A member of Student GMC related to the department also participate in decision making. if student wants to dicuss regarding the academic work they contact with Student GMC head , then he or she contact with department .Incharge

of Department GMC head and IQAC called the meeting. During the entire academic year, all sub committees participate in solving issues of interest to the department, where each committee member is free to make decisions. Students actively participate in various campus activities. It brings doing effective and relevant work and promoting collaboration between management, staff and students.

To ensure the effective work of the college, the principal appoints the heads of various department . The senior faculties of the higher education institution have an important role in the decision-making process of the higher education institution. The principal asks the senior faculty for suggestions on academic and administrative policy , effective functioning of the higher education institution.

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:

Finance:-

The College is a self-finance organization.The trustee's has direct control over salaries and other costs. Money received through tuition fees in accordance with the Mumbai-based Shikshan Shulk Samiti of the Maharashtra government.To maintain complete transparency, internal and external financial audits are performed on a regular basis. Cheques and bank transfers are used to pay the personnel. Scholarships and other rewards are instantly deposited to the students' bank accounts.

Administarive:-

Maharashtra State Entrance Examination (MH CET), which is administered by the state government, serves as the basis for admission.

Admission takes place in compliance with the guidelines that the government usually provides.The college administration includes each and every person of institution.Student commitee members have the flexibility to express and carry out their opinions in welfare, cultural, and social activities while working in together with staff. Office Head divides up the job among the office staff. He is given freedom to manage an office administration and student support system that runs more smoothly.

Academic:-

At the start of the Academic Year, both teaching and non-teaching staff members are given additional responsibilities in addition to their usual responsibilities.The employees put in the effort to complete their work that have been given to them.Committee for college Members and the department incharge have been granted freedom to organise and carry out their activities. They prepare their activities at the start of the academic year and submit it to the principal's for final approval before carrying them out. Every year, at the start of the session, a number of committees (GMC,Exam depatment,Internship department,Practice lesson, Cocurricular, Micro teaching ,Placement cell ,career katta ,ICT department)are set up to investigate the college's various activities.Teaching staff members have the opportunity to apply various teaching techniques and technological advancements while teaching the subject in a way that suits their interests.Student teachers have the opportunity to select the elective courses that interest their. Additionally, they are free to attend any school of their choice for their internship and all practice lesson.

Academic marks of every department are displayed on notice board.Display of marks in the notice board clear the doubt of the students.Internal marks are moderated by Pune University moderation committee.Moderation committee announce the schedule for college at particular date . College goes to that date with all the files of students. All the Practical, Seminar and Preliminary exam marks shown to the students.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)
Link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

At the beginning of the academic year, under the guidance of IQAC different committees and departments are created to prepare a strategic plan for the event and a regular meeting will be held on implementation and results possible plans. Head of department meets regularly to discuss and resolve questions. The responsibility of informing the head rests with the various teacher-in-charges. It is a disciplined practice that is strictly adhered to. The activities like Student Admission, orientation of syllabus, Student attendance, Syllabus completion, Internal assessment, library function. Library has an important role and it is known as knowledge resource centre Institutional perspective and strategic plan was successfully implemented by the library committee.This was achieved by developing an action plan as the following

At the beginning of the year , library committee was formed.The meeting was held on the budget allocated to library for that academic year. The librarian collected the list of the books, journals reference

material,school textbook and stationary.The committee's discussed the allocation and utilization of the library budget is finalize by CDC meetings. To enhance the reading skill various activites are organised by library The begning of the year library visit is arranged for students .Open access in the library is provided for the student.

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

Vidya Pratishthan's college of education is governed by Higher education, Department of Maharashtra Government. The Principal of V.P. College of education, Baramati is in charge of running institution and is solely answerable to the department of higher education. The College development committee (CDC), the principal, teaching staff, nonteaching personnel, and students contribute to the college's organizational framework. The Management of the college is the highest decision making body. For the smooth functioning of the college Principal is always connected with Management body.

Three meeting of CDC in a year to speak on the matter pertaining to the institution finance and maintenance, faculty hiring and general college development. Heads of various departments assist the Principal. Staff members have been assigned the roles of chairman, Criteria in charge, or members of multiple committees.

Students participate as active committee members in GMC . Many committees are cited as being necessary for the smooth operation of college activities. Each committee has a chairman, staff members, and student members. They communicate to plan the activities. All Chairmen report to the IQAC, who oversees the effective conduct of these institutions.

 There is a particular set up of each department for working.

E.g. 1) The college has a General management committee (GMC) (For Faculty and student). In the first IQAC academic meeting GMC head is selected. Normally, the GMC is headed by a senior Professor in the college. Under the guidance of IQAC, GMC distribute the various department to the faculty.GMC prepared academic calendar. The work of all department is completed as per the academic calendar. For the smooth functioning of the college, the Assistant professor are assisted by GMC student representative

in the work of department.

2) The college has an examination department. The COE of the exam department is appointed for three years. Activities like Seminar Practical, preliminary exam and re-exam are conducted in the college under the supervision of examination. All the internal marks displayed on notice board for transparency. Internal marks are moderated by Savitibai Phule Pune University; Pune moderation committee. All the activities are completed as per the planning.

4) Placement Cell: The college has a functional Placement cell. Placement officer is appointed for 5 years by the college. Training program are organised for future opportunity to the students. By Working with various entities, the placement cell helps to place students in schools & colleges. In order to take advantage of the opportunity the college maintained their system to inform about job vacancies & new career options. Campus Interview are organized in the college. The placement cell provides different advertisement & vacancies details to the students.

Appointment and service rule:-Recuritment is done as per NCTE , UGC and university norms.The college roster is checked by the reservation office of the university and then the number sanction post are advertised.Eligible candidate are called for interview and shortlisted by the expert committee of the university.An appointment letter is given to the selected candidate by the college. Then college send all the document to the university for approval. Selected candidate approved by the university as per their norms and regulation

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[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: A. Any 6 or more of the above

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[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:

College has various bodies like CDC, IQAC and GMC. The college development committee helps in the development of the college by participating in all the decisions of the college. College has functional IQAC which decides the agenda for the planning of academic year. In every year IQAC conduct three meetings for smooth functioning of teaching learning process. Under IQAC college has the strong mechanism called GMC. **GMC** comprises various department and representative of all the department in coordination with IQAC.

In addition, with these bodies various cells like Placement cell, Grievance cell, Women empowerment cell, Divyang cell, anti-raging cell, equal opportunity cell etc. helps the academic progress and development of college. Various committees like Science laboratory committee, Exam committee, internal evaluation committee, library committee, admission committee actively work for smooth functioning of the work.

IQAC inform to the science laboratory committee to celebrate the science day on 28 th feb . For this the responsibility of the program was given to Asst.Prof Satpute vaishali .Programme was conducted under the obsrevation of Prin Sau.sangita Gaikwad and IQAC head Asst.Prof Darade Meghana. It was decided to make a poster and present it on Feburay 28.

Poster Making and Presentation

In India 28th febuary is celebrated as National science day.The theme for the year 2022 was Integrated approach in science and technology for a sustainable future. Our principal maam gave a speech on Science day and its importance. This included why we celebrate science day and its importance. College celebrated this day with theme poster making and presentation related to covid 19,Conservation of nature, Beti bachavprogram,ayurveda as a boonand clean city green city.

Objectives:-

1 To develop the scientific attitude in student teacher

2 To develop positive attitude and inculcate values in their life.

3 To make a poster and present it confidentaly.

Implementation:-

Incharge of this event Ass.Prof Satpute Vaishali and members Asst.prof Deepmala Waghmare and Asst.Prof Satpute Vaishali had inform about subject of poster making and presentation to the students .Program was postfone due to unavaibility of date . Program held on second march 2022. following subjects were given to the student teacher.

1 Covid 19

2 Conservation of natural resourses

3 Ayurveda As boon

4 Beti bachav

5 Clean city green city.

Students were allowed to choose one subject from the given five topics. The mentor professor guided the student on how to make a poster and how to present. Science teacher prepared the criteria for the evaluation. Three examinars were appointed for examine the poster and presentation. The examinar were welcomed with sapling.Student presented the posters. Result was announce by examinar Asst .Prof Tilekar ravindra.

Rank holder students

First Rank:- Phalke Pallavi (Roll No- 45)

Second Rank:- Borate Pankaj (Roll No- 08)

                         Markad Chetan(Roll No- 24)

Third Rank:- Khartude Sunita (Roll No- 106)

Output Of the Programme:- It is found that,

Awarencess of scientific approach was created among the student.Positive attitude and value towards life of students s increased.Students creativity in making posters increased.lastly bu presentaing posters in different way the students presentation skill and confidence increased.

Afterward the program is concluding with vote of thanks by asst.Prof satpute Vaishali.

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:

Facility for teaching and non-teaching staff

Teaching employees: – Casual Leave

Medical Leave

Refresher/ Orientation Leave

Provident Fund

Maternity Leave

Staff Quarter

Gratuity

Non-teaching: -   Casual Leave

Medical Leave

Provident Fund

Maternity Leave

Advance Salary

Staff Quarter

Gratuity

Vidya Pratishthan's college of education provide various facility welfare scheme to teaching and non-teaching staff. Vidya Pratishthan focus on the professional development and growth of the teacher. Assistant Professor participate in various workshop, conference, orientation and refresher FEEL training. College grants leave to attend various workshops, conferences and seminars and refresher. The college pays the registration fee for the workshop, Conference. Principal of the college motivate the staff and non-teaching to participate various workshop, conference refresher and orientation. EPF provident fund which allow to pension to the employee after superannuation. Pension scheme and gratuity for employees. Uniform and Advance salary provided to Non-teaching staff as per rqirement. Instalment facility in academic fee to students.

Vidya Pratishthan college provide facility to maintain overall health of teaching and non-teaching staff. Institute provide primary facility of medicine such as ambulance, medical kit. As the government rural hospital is near to the college and all the faculty can benefit from it. The college offers various facilities and organize various programme to maintain not only physical health but also mental health. College has centralize GYM facility which is free of cost for men and women. Institution and environmental forum collaboratively organize international yoga day for maintain spiritual and mental health of teaching and nonteaching staff.

Institution has a 'Nakashatra Garden 'which is design based on 27nakshatras. Trees are planted as per Nakshatra.It has all kind of medicinal plant. Nakshatra garden has separate place for meditation and yoga. It has soil tracks for walking. All the teaching and non-teaching staff of the college use this garden for exercise and relaxation. Institution gives free education facility for children of teaching and non-teaching staff.

Institution organizes VP talk for the intellectual growth of teaching and non-teaching staff. Institution has arranged various entertaining program like Hurda party Bhondla, youth festival.Institute provide ecofriendly environment as well as specious infrastructure. It helps to faculty work enthusiastically.

Institution always think about overall development of teaching and nonteaching staff because faculty is the main asset of the college.

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

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: 12.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	0	0	0	2

File Description	Document
Institutional Policy document on providing financial support to teachers	[View Document](#)
Income Expenditure statement highlighting the financial support to teachers	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[View Document](#)
Link for additional information	[View Document](#)

6.3.3

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[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: 7.27

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)
Any additional information	[View Document](#)

6.3.5

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

Response:

The achievement of Mission and Vision decided by organization depends on employees and groups working more effectively as part of an efficient management system. In accordance with UGC guidelines for the employed of faculty in the institution has created a thorough performance appraisal system for both teaching and non-teaching employees. The evaluation of the performance of the faculty is based on a number of factors, including their academic credentials, research experience and training, participation in research initiatives, and publications like journal articles, books, or book chapters. Faculty involvement in evaluation-related activities like paper setting, invigilation, evaluation, practical exams, and viva voce.Their teaching and evaluation experience, overall teaching experience, courses taught, and participation in paper presentations at seminars, conferences, symposia, workshops, are also taken into consideration.

Teaching Staff Performance Appraisal System: The IQAC Committee will be evaluate faculty performance appraisal system. At the end of each academic year, teachers are obliged to submit a properly completed Performance Based Appraisal Form or Annual Self-Appraisal Report (ASAR). The evaluation form includes their teaching responsibilities, involvement in extracurricular and curricular social development initiatives, and research endeavours. Additionally, supporting resources such as certifications, publications, and other pertinent items are supplied. The evaluation done by principal is based on key performance indicators. The institution has developed its own system for assessing the effectiveness of non-teaching employees. The principal ensures strict adherence to the laws and

regulations established by the state government by writing and sending private communications from the administrative staff to the management.

Non Teaching Appraisal system :- Self appraisal system is functioning in the college for non teaching staff also.At the end of each and every academic year non teaching staff fill the self appraisal form .The effectiveness of non-teaching staff is evaluated by a variety of criteria, including professional competence, performance, personal traits, co-worker and public interrelation, as well as staff-student relationships. Principal look after the overall performance and records the remarks.The college aspires to maintain and raise the standards of the teaching and non-teaching personnel, encourage them to continual progress. Achievement of mission and vision depends upon the team work of all the employees of the institution.

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](#)
Link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The mother institution's internal audit is carried out by an independent audit department. It takes place often. The college constantly performs internal and external financial audits. Internal audit conducted quarterly in a year by the audit department of the mother institution. External audit is conducted annually by Mr.Pritam S.Pahade.Two levels of financial auditing are in place at the college. All the audit reports are displayed on website. Each and every financial transaction is mentioned on audit report. It is mandatory for transparent mechanism.

The college's Finance and Accounts department operates in a transparent manner thanks to the use of the "TALLY Software for E Governance." This contributes to staff efficiency and increases financial transaction accuracy. The annual books of accounts are regularly audited by the college. Each financial transaction and event is kept in its own separate file by the administrative office. Auditing is made easier because the books of accounts are properly maintained by the administrative office.

Audit report is submitted to Shikshan shulk sammittee, Mumbai for fixation, B.Ed. Course fee. Audit is inspection of various books of accounts by an auditor followed by physical checking of inventory to

make sure that there are three main types of audits External audits, Internal Audits and Internal Revenue Service audits. External audits are commonly performed by Certified Public Accounting firms.

Audit report for the financial year 2018-19 has been completed on dated 28/09/19

Audit report for the financial year 2019-20 has been completed on dated 27/10/20

Audit report for the financial year 2020-21 has been completed on dated 29/09/21

Audit report for the financial year 2021-22 has been completed on dated 09/09/22

Audit report for the financial year 2022-23 has been completed on dated 31/08/23

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

6.4.2

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

Response: 0

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

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

File Description	Document
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:

Regular and consistent budgeting and accounting procedures are used for mobilization of funds. College is self-financing organization. Based on accepted financial management practises, the college adheres to financial requirements. The college's Finance and Accounts department operates in a transparent manner. Each and every financial transaction is mentioned on audit report. It is mandatory for transparent mechanism.

The sources of income are the fees collected from students in accordance with NCTE and Savitibai Phule Pune University, Pune (affiliate university) regulations.The management gives college a need-based advance for salary.

Another source – Money received for prize distribution. The name are as follows: -

1 Bheda Sikchi & Sunita Ranpise Paritoshik- 500/-

2 Late. Shreemant Kalavatidevi Suryavanshi Paritoshik -500/-

3 Shabdkoshakar Late.k.b. Virkar Paritoshik - 250/-

4 Late.Shobha Salunke Smruti Paritoshik- 500/-

5 Late Mahadeo Virkar Paritoshik - 500/-

All the funds received from fees and above Paritoshik are mentioned on budget. All the utilization is mentioned on it for smooth function and transparency.

Utilization:- A financial committee has been established to oversee the best possible use of cash for different ongoing and one-time expenses.For ordering of equipment, computers, books, etc., a purchasing committee will ask traders for allocations that will be carefully examined.The finance and ordering Budget committee carefully considers the quotes before making a final choice based on factors like cost, value, conditions of service, etc.The budgetary allocation is monitored by the principal, the budget committee, and the accounting department. In the event that the expenditure goes over budget, management assistance is requested.

Procedure;- College prepared the bugdet .The budget includes recurring expencese like salary, electricity and internet charges,stationary and other maintainance costs. Budget is sanction by management.Office supritendant monitor whether expenses are exceeding budjet provision. Institutional auditor certify the financial statements in every year.

Utilization Of resources:- Depending on the amount of money available, teachers may be granted travel funding to deliver research papers at or attend national or international conferences in India or overseas. The selection of sufficient and skilled lab workers and system administrators ensures the efficient use of the infrastructure.Developing innovative teaching-learning strategies ensures maximum utilisation.The physical facilities are best used for remedial classes, co-curricular and extracurricular events, and parent-teacher conferences outside of the usual college hours.The library performs tasks for the benefit of students, professors, and graduates after college hours.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The college has implemented quality management techniques in both administrative and academic areas. It is designed to encourage a culture of innovation, creativity, and rising standards. In order to address the shifting educational, social, and market demands, the college developed and formed a seven-member Internal Quality Assurance Cell (IQAC) in 2004. The cell evaluates numerous aspects of the college's management and keeps track of how they're doing. It provides suggestions, i.e., from the start through the end of the course. This cell also reviews and responds to suggestions that are sent verbally, in writing.

The IQAC prioritises the institution's goal and vision in order to guarantee quality assurance and ongoing programme improvement. The College Development Committee (CDC) and faculty members attend monthly meetings that the IQAC conducts in order to accomplish this goal. Different staff members are given duties and authority during such meetings to guarantee their efficient completion.

The IQAC with the help of GMC creates a thorough annual calendar that details the activities and events to be held during the academic year based on proposals and feedback from all members.

This involves the division of department-specific duties, the creation of committees, and the assignment of teaching courses.

It is required that each department, committee, and other related cells create department- and subject-specific planning.

Arranging meeting dates and agendas is an essential duty that the IQAC with GMS regulates and facilitates.

The records of these meetings are kept in accordance with that by GMC.

The NAAC's certification criteria and procedures are monitored and enforced by the IQAC, who also has a considerable impact on this process.

This involves keeping records, recording best practises, and evaluating results and accomplishments.

Activities: - Creation and implementation of quality standard norms for the College's several academic and administrative activities like, Creation of a Quality Culture.

Assisting in the development of a learner-cantered environment that is supportive of high-quality instruction and faculty development to take up the necessary knowledge and technology for active learning and teaching methods.

Organize for students, parents and other stakeholder's feedback on institutional processes that affect quality.

Documentation of various programs/activities in a college that leads to quality improvement.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View Document](#)
Link for additional information	[View Document](#)

6.5.2

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

Response:

The fulfilment of Mission and Vision depends on the excellence of academic teaching learning process. IQAC plays an important role in teaching learning process. College has functional IQAC which decides the agenda for the planning of academic year. In every year IQAC conduct three meetings for smooth functioning of teaching learning process. Under IQAC college has the strong mechanism called GMC.

GMC comprises various department and representative of all the department in coordination with IQAC.GMC coordinator prepared the academic calendrer under the supervision of IQAC. Proper allotment of theory course, pedagogy and teaching competency is given in the timetable. Teaching learning process is strictly adhered as per the **timetable.**

Department wise activities are discussed in consideration with allotted credit by university. Each department has it specific planning regarding all curricular and co-curricular activates throughout the year. Department incharge arranged orientation and activity schedule for the student before the activity run. Department incharge distribute the student into the staff. Group incharge guide the students. IQAC monitor each activity thoroughly

Assessment process is carried out by after each and every activity. All the marks are displayed on notice board. If student have found some issue they contact with department incharge.Contineous evaluation system is the core part of teacher training programme which gives continuous feedback result

into remedial coaching also.

IQAC collect feedback of teaching learning process at the end of each academic year. **Feedback** department analyse the feedback and conduct a meeting with IQAC for the discussion on analysed feedback. At the very first meeting of the academic year, IQAC gives the feedback report. The Principal gives valuable suggestions for enhancing teaching and learning according to the feedback they received from the students.

Teaching and non-teaching staff filled **self-appraisal** form at the end of every academic year. IQAC evaluate the self-appraisal form and recommend the improvement suggestion for teaching learning.

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

6.5.3

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

Response: 7.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	9	6	5	5

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](#)
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:

IQAC plays dominant role in development of professional attribute of student teacher and effective teaching learning process. Functional IQAC with their all members plan for smooth academic conduct of the course. Under IQAC, GMC is the mechanism which is the best practice of the college supervises implementation of all the planning of college and cocurricurlar activities. In this GMC, student teacher has the representative for various department. Active participation of student smoothly increase interaction between teachers and the students. It also develops the professional qualities like confidence, leadership, cooperation, group work etc. which will lead to responsible citizen of the society.

Staff Academy: - staff academy is the practice of the college to develop intrapersonal and interpersonal relation of all the faculty members (Teaching and non-teaching). Various lecture is arranged for shareing a new ideas, knowledge to each other .Also the theme **"Grow with Green"** is adapted by the college. Birth day are celebrated , each and every faculty plant is offered as a token of love to the person. All the guest felicities by giving sapling. Aim behind this activity is create environmental awareness among all. Campus of the mother institute is covered with the concept of go green. The college plays an important role in this.

Support from Mother Institute: - Mother institute vidya Pratishthans plays active role in academic development of all the faculty members. V.P talks is the programme of the mother institute in which eminent personality is invited to the campus to enlightening the intellectual aspect of all members of vidya Pratishthans.

 Responsibility of each segment is given to various institution . One of the eminent person Dr. Anil Kakodkar invited in this series and college handled all the responsibility of the programme. Training and workshop are also arranged by mother institute like three days FEEL teaching training programme. Mother institute is always aware and cooperative to update knowledge and skill of their employees.

Vidya varta is an initiative taken by the mother institute. These newsletter compress all the academic activities of vidya Pratishthans. This will help to publish events and activities within the institution and to give motivation to all the stakeholders. This is one of the unique activity of vidya Pratishthans to showcase all its qualitative parameter to society.

Institution has a **'Nakashatra Garden** 'which is design based on 27 nakshatras. Trees are planted as per Nakshatra.It has all kind of medicinal plant. Nakshatra garden has separate place for meditation and yoga. It has soil tracks for walking. All the teaching and non-teaching staff of the college use this garden for exercise and relaxation. Ga-Di-Ma Sabhagriha-   Entertainment and co-curricular activities go hand in hand in the life of the young boys and girls. The hall is a hub of cultural activities and competitions in co-curricular fields.

Innovative Teaching Learning:-Our institution conduct content knowledge test for school subject for new added students. This will help to identify different learning need of student and level of readiness to undergo profession programme and academic support provided teacher student. **Assessment process** is carried out by after each and every activity. All the marks are displayed on notice board. If student have found some issue they contact with department incharge. Continuous internal evaluation is the core part of teacher training programme which gives continuous feedback result into remedial coaching also.

 Multiple mode approach to teaching learning is adapted by teacher including experiential learning, participative learning, group discussion, online mode etc. for enhancing student learning. In our institute during pandemic all faculty are used online mode for teaching learning process.

Skill Development Programme: - In order to develop profession attribute among student teacher skill development program is initiated in the college. Nandi foundation arranges six days training program last three years. This will help for skill enhancement and placement. Active placement cell is the asset of the college. College has separate placement officer who look after all the things related to placement of the students.

Self-Appraisal for teaching and nonteaching: - Teaching and non-teaching staff filled **self-appraisal**

form at the end of every academic year. IQAC evaluate the self-appraisal form and recommend the improvement suggestion for teaching learning.

Installation of solar panel- After the completion of second accreditation Institution has installed solar panels for the purpose of energy conservation. Solar panels, collect energy from the sun in the form of sunlight and convert it into electricity. Electricity generated through this solar panel is used foe daily power consumption of institution. This facility is provided by mother institution and our college has to pay for it.

Value Added Course: -Stress management is a value added course given to student teacher which is the needed of present situation in the society. In order to inculcate social activities among student teacher. College has planned various social activities that is current issues related to water management, need of energy sources, awareness of health, superstition, consumer protection etc.

In this way institution kept track of incremental improvement with the help of various activities in academic and administrative domain to sustain quality assurance.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Energy policy of the institution is committed to improving environmental awareness among students. The college recognizes the importance of energy conservation. The college has use of natural energy sources to meet energy requirements. A clearly stated energy plan by Institution indicates its focus to energy conservation and the use of renewable energy sources. Institution has done a commendable job of integrating alternative energy sources. To harness solar energy for the purpose of powering various facilities, solar panels have been set up on campus rooftops. This project not only reduces the college's dependence on traditional energy sources but also sets a positive example for the community and students. This energy strategy showing by the institution focus is on introduction and use of natural energy sources. It is an excellent step towards utilizing alternative source of energy. They can help VP College of Education in Vidyanagary, Baramati generate clean and renewable electricity, reducing reliance on traditional power sources. Consider reaching out to solar installation companies to get quotes and design a system that meets the college's energy requirements. The mother institution conducts regular energy audits. Conducting an energy audit in an institution involves assessing energy consumption patterns, identifying inefficiencies, and recommending strategies to reduce energy usage. This process helps institutions become more energy-efficient and environmentally friendly. It typically includes analyzing utility bills, examining equipment and systems, and proposing measures to save energy and cut costs. Institution has installed solar panels for the purpose of energy conservation. Solar panels collect energy from the sun in the form of sunlight and convert it into electricity. Electricity generated through this solar panel is used foe daily power consumption of institution. This facility is provided by mother institution and our college has to pay for it .Audit report is kept daily. As our college is a teacher training institution, we create awareness among the student teachers about the energy consumption through such projects. The institution conducts environment awareness initiatives that teach staff, pupils, and educators of the importance of sustainable energy conservation. Once a month, the mother institution organizes a non-vehicular day on campus for this purpose. Institution showcases a commitment to creating an environmentally responsible campus through its extensive energy approach and sustainable practices. Students are trained to conserve energy by switching off the lights and fans in classrooms when they leave after the class. These programs support global efforts to reduce carbon emissions and protect natural resources. The method used by institution is beneficial to both the institution and the society.

Celebrating Environment Day at VP College of Education through tree planting, attending environmental awareness speech organized by environmental forum. It's a great opportunity to raise awareness about environmental issues like energy consumption among the students. As our college is a teacher training institution, we create awareness among the student teachers about the energy consumption through such projects.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)	

7.1.2

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

Response:

Vidya Pratishthan College of Education (VPCE) has focused on waste management policy and procedures. The college understands the importance of waste disposal.

Mother institution has their own waste management policy. Institution collects waste such as leaves of tree, waste from household activity. Then processed on it and recycling it. This policy serves as a foundation for the institution's waste management efforts.

Segregation and Recycling: The mother institution actively promotes at-source waste segregation. The college offers separate bins for various waste streams, including paper, plastic and organic waste streams. This allows for effective recycling and proper waste disposal.

Composting- Composting is the process of composting the organic waste that is generated on campus. The composting facilities of the mother institution are dedicated to composting. Composting is a process where biodegradable waste is transformed into nutrient rich compost. This compost is then used to landscape and garden the campus. The college is part of the composting plant. The college collects all the organic waste and donates it to this project.

Paper which is plain in one side is again used for printouts .

Through Environment Forum, the mother institution runs awareness campaigns to teach students, faculty and staff on waste management best practices and how to reduce waste, reuse materials and adopt sustainable consumption practices.

Vidya pratishthan takes care of waste water recycling. Waste water includes grey water from wash basins, pantry, and black water from toilet. The grey water, along with other grey water from Vidya pratishthan campus goes to the sewage plant through a centralized system. Recycled water is used to maintain greenery on campus through drip irrigation. The drip and sprinkler systems have been installed to maintain the greenery on campus. The whole campus is connected to a network of underground pipelines for drinking and non- drinking water. The storage capacity within the campus is up to 10 LRT in the form of tanks and wells.

They collect solid waste and turn it into fertilizers. These fertilizers are used for the plants on campus.

Sewage treatment plant: Institutions sewage treatment plant is a testament to the company's dedication

to responsible wastewater treatment. The plant efficiently treats the sewage and wastewater produced on campus, making sure that only safe, clean water is discharged back into the environment. This helps to reduce pollution and maintain water quality.

Waste management audits are carried out on a regular basis to evaluate the performance of the college's waste management initiatives. The audits help in identifying areas of improvement and ensuring that the college adheres to the waste management policy.

Institution has well-established waste management policies and sustainable practices demonstrate its commitment to a cleaner and more environmentally friendly campus. These efforts are in line with worldwide efforts to reduce pollution and encourage responsible use of resources. Not only does vidya pratithsthans commitment benefit the institution, but it also contributes to the development of a more environmentally conscious society.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.3

Institution waste management practices include

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

Response: C. Any 2 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: B. Any 3 of the above

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

7.1.5

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

Response:

V.Ps College of Education and Vidya Prathishthan institute are always ready to keep clean and sanitized environment on campus. Generating mass awareness amongst students and staff members about cleanliness and hygiene by holding regular cleanliness .The cleanliness of the institute divided into two parts. Internal cleanliness within the building e.g. classroom, lobbies, labs etc. are cleaned by the college itself. And campus around the building including garden, roads, parking etc. Cleaned by Vidya Prathishthan. Maintenance amount is paid for that. Garden, Plantation inside and outside the building is maintained by the mother institution.

Cleanliness: All infrastructures are cleaned on regular basis by the non-teaching staff of the college. B.V.G looks after the safety of the infrastructure. They are committed to maintaining a green cover, which likely refers to the presence of plants and trees on the campus. Additionally, they strive to provide a pollution-free and healthy atmosphere for everyone on the premises. These efforts collectively create an environment that promotes the well-being and comfort of students and staff, fostering an optimal setting for learning and personal growth.

Vidya Pratishthan College of Education's commitment to maintenance of cleanliness involves ensuring that the campus, classrooms, and facilities are regularly cleaned and well-maintained. This not only enhances the aesthetics of the environment but also contributes to the overall well-being of students and staff.

Sanitation: Institution has water supply in all washrooms. The washrooms are cleaned and disinfected regularly. All required toiletries are made available .Separate bins for disposable materials are available for the students. These are emptied every day. Adequate number of washrooms, restrooms is provided for staff and students. Sanitation efforts likely encompass the provision of proper waste disposal systems, clean restrooms, and the promotion of hygiene practices. By maintaining high standards of sanitation, the college ensures a healthy and safe environment for everyone on campus.

The institution gives emphasis on a green environment so   the campus has full of number of trees, plants, and green spaces. This enhances the visual appeal and helps in reducing pollution, providing shade. Nakshatra Garden is supporting medicinal plants and local biodiversity. Green spaces can also act as areas for relaxation and exercise.

Promoting a pollution-free environment involves implementing measures to minimize pollution sources. This might include promoting the use of eco-friendly transportation options, minimizing noise pollution, and adhering to regulations that prevent air and water pollution.

Creating a healthy environment involves various aspects such as maintaining proper ventilation in buildings, fostering a positive mental health atmosphere. A healthy environment is conducive to effective learning and personal development.

Overall, Vidya Pratishthan College of Education's focus on cleanliness, sanitation, green cover, and a pollution-free environment showcases a holistic approach to providing a conducive and thriving educational setting for students and staff alike.

Green and ecofriendly environment is the asset of the institute and management of the vidya prathisthan is very keen about this asset.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: 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](#)
Link for additional information	[View Document](#)

7.1.7

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.38907	2.26583	2.71663	3.08992	4.01864

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

7.1.8

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

Response:

Locational Knowledge and Resources- The College has an advantage of being located in vidyanagari. All   services like Bank, government hospital, mall, bus stand, Bakery, stationery shops, pharmacies are in within a Radius of half kilometer.   Vidya prathishthan campus has Marathi and English medium schools, Senior College, Law College, Engineering College and Biotechnology College. Resource persons, Faculty from colleges, principals and teachers from schools are invited for Seminars, workshops and conferences, lectures and demo lessons. Students are sent to nearby schools for observation and internship.   Hostel facility available in the campus. The playground and gymnasium located in the campus is used for purposes of sports by staff and student of the college. Nkshatra garden is full of medicinal plant and it is structured as like seven nakshtra. The ecofriendly surroundings of the college are the asset of the college.

 Community Practices and Challenges: There is a good relation   with all our co-operating schools. The student teacher and teacher from school have good repo. During internship, teacher trainees can use all scientific equipment from the laboratories of schools. School teacher guides them properly. Student teacher also assists them properly.

The college has the focused values and objectives right from its beginning. To involve the student teachers in selfless community service, the college organizes various activities to inculcate social, environmental and community awareness. The college is organized plantation program to nurture a healthy environmental awareness. Each and every student along with faculty members is fully involved in the national festivals, and government and nongovernment campaigns. The display boards of environmental awareness, use of different resources, social harmony, unity and moral values are displayed on the college campus. College plays an effective role to develop eco friend on the campus. The college regularly organizes different activities for inculcating the values of tolerance, harmony towards cultural diversities. It helps to nurture social awareness and responsibility among the student teacher. The college thereby celebrates Independence Day, Republic Day, Gandhi Jayati, Rashtriya Ekta Divas every year with great honor and respect. These programs organized by the college promote to fulfill the value framework which is the key area focused by the college at the beginning of the every year e.g. teamwork, time management, good moral conduct, quality practices and peaceful co-existence.

Challenges: Changing attitude of new generation towards todays B.Ed. education is very disappointing. Student expects readymade solutions and quicker results, rather than deep knowledge and continuous efforts. They are not ready to more practice for developing skills. Instead of becoming knowledge oriented they have become only examination oriented. There are so many reasons behind it - Social, Political, Economical etc.

After completing the B.Ed. course students are not getting jobs. They have to face economic crisis. A plenty of unemployed trained teachers, wondering in search of proper earning for their sustenance is not a good scene/favourable sign.

Policies of Govt. regarding recruitment are not in favour of new comers in teaching field.

"Shikshansevak" and Non-aided education institutes are very exploiting ways of demoralising future teachers. There is no proper recruitment of teachers from nearly 10-12 years in Govt. sector.

Intellectual students are not attracts towards this course because of the disappointing picture in today's scenario, that no Govt. jobs, no satisfied earnings, no future prospects………………..

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.9

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

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

Response: B. Any 3 of the above

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

7.2 Best Practices

7.2.1

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

Response:

Best Practices

Title of the Practice - 1

Stress Management

Objectives:

1. To understand the nature of stress.

2.. To grasp the concept related to causes and effects of stress.

3. To understand the causes and remedies of stress of school teachers and students.

The Context

1. It is important to take into account their prerequisites for becoming teachers, learning needs,

and classroom stress.

2. To create a plan that addresses their unique needs.

3. This course creates a balance between theoretical content and practical exercises.

4. This course provides tools and strategies to manage stress while becoming a teacher.

5. Designed Course provides help to student for stress management.

The Practice

This course includes three modules. Module one and two is about theory. Third module is about practical. All theory part is explains by the teacher. Following activities are organized for the module three. Lecture, meditation, sport activity, cultural programme, pranayama practice, asana practice, Yoga Day etc.

MODULE 1 - Understanding the nature of stress

MODULE 2 - Strategies and skills of stress management with Prevention

MODULE 3 - Stress management activities

Evidence of Success

1. Improves healthy interaction between student and teacher.

2. Participates enthusiastically in all curricular and co-curricular activities.

3. Reduction of stress, anxiety and self-doubt.

7. Improvement in academic performance.

Problems Encountered and Resources Required

1. Less awareness about stress management among the student.

3. Motivation required in the minds of the students can result in success of such practices.

4. Time has constraint to implement such activity.

***

Title of the Practice-2

General Managing committee. (Student Representative)

Objectives:

1. To take the responsibility about planning of the activities.

2. To enhance interactions between students and instructors.

3. To take students involvement in academic planning.

4. To get opportunity of leadership.

The Context:

1. Student required field experience as a future teacher.

2. It is essential to improves student's skills and employability.

3. It is necessary to Contribute in decision making in academic planning.

4. It is important to undertake professional development and enhance skills, especially in terms of communication, liaison, working with others.

5. It is important that Student gets opportunity of leadership.

The Practice:

General Managing Committee: GMC is the active working committee of the college. Student representatives are appointed to GMC and regulate the student activities. The college established General managing Committee (G.M.C). Instead of election, the college implemented selection procedure for the formation of G.M.C, at first GMC In-charge is selected from staff. Then he circulates the notice to the students, student's gives their willingness as per the department, after that all the staff members assemble, every student as opportunity to give nomination for more than one post, and he has to express his idea and planning of the concerned department before the staff. On the basis of highest rating given by the staff on a rating scale, the GMC representatives are selected. The GMC representatives works in various departments.

Evidence of Success:

1. Student gets field experience.

2. It Improves students skills and employability.

3. Student Contributes in decision making at college.

4. Acts as a mediator between students and college

5. Collaborates with students and faculty to implement events successfully.

6. Student gets opportunity of leadership.

Problems Encountered and Resources Required

1. Lack of Cooperation, self-control, team spirit.

2. Lack of confidence.

3. Training is required.

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Vidya Pratishthans College of Education was established in 1990 on self-financed basis.

Vision of the college-

 "To be the best teacher training institute which will be an absolute landmark in rural education".

The vision of the college is to bring about rural development through 'Quality Education 'For that the college has focused on all round development of student. The focus is given on skill development, career-oriented programmes which college has brought all this aspects under curriculum implementation and enrichment. For the holistic development of student's variety of activities are conducted in curricular, co-curricular and extracurricular activities etc. Accordingly moving along with the objectives of NAAC, the college conducted activities on Universal values, Human Values, Environment awareness programme,

Professional ethics, Important Days. Mentoring and active learning are two high light of this professional college. Students' progress is supervised by the mentor teacher –educators and motivation for self-development. To cope up with new challenges college adopted "stress management" theme which incorporates all academic co-curricular activities, it helps to boost the mental health of student. As college adopted the "stress management" theme, to boost the mental health of Student College organized various programme .The college always takes effort to make the students capable of being competent and successful teacher in future.

Priority- Employability: The institution focuses on placement programs which equip the students for employment and entrepreneurship. Employability enhancement skills training are given. Placement cell has due contacts with reputed schools, which come to college for placements. Placement cell gives information of various schools advertisement. Stress management Value-added Certificate course is organized every year .It helps students to cope with day to day life stress.

Thrust area: - Vidya Prathishtan B. Ed College focuses on providing quality education to rural students. College is   aptly used technologies. Decentralizing of responsibility is the main specialist of college. Eco-friendly campus is the asset of college. College is promoting inclusive education.

College has implemented stress management- value-added courses. College gives importance to enhance skill development for employability through curriculum.   College runs employability skill development program aimed at empowering girls through empathy and upliftment.

"Placement Cell" is working with its full spirit. With the aim of helping the students in proper direction to crash the competitive exams, college established "Carreer Katta" in collaboration with Maharashtra State Government Higher & Technical Education Department & MIT in Technolgy Assistance Centre.

 Effective feedback mechanism, evaluation of teachers by students and self - appraisal of performance by faculty, are our positive efforts towards quality enhancement helps in faculty development of teaching and non-teaching staff.

Educationally disadvantaged students are brought into mainstream, through revision and rearrangement of term exams and tutorials. It reflex in our results. Usually the result is 90% and above.

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

5. CONCLUSION

Additional Information :

While we got acquainted with what the NEP 2020 police proposes about teacher education, in order to revision and revamping of all aspects of education, and developing social, ethical and emotional cappacities of a lerner, we start rethink about implementation of our programmes and activities.

College decided to coordinate two diffrenent things. We think that ELC is one of the platform, which can be used effectively for this purpose in enternship programme student-teacher, who are members of college ELC wold engage school students through interesting and thought provoking activities and hands on experiences to sensitive them on thair electoral rights and familiar them with the electoral processes. This activities willbe mostly classroom besed and chosen among the suggested 25 activities and 6 games, which have been carefully designed for this purpose.

The center of excellance in AI, with advancement in other fields is funciton from current year with its 6 laboratories providing research facilities. The student pursuing or completed any degree program and professionals working in verious fields can registered to honor, minor and certificate programs in Artufucial Intelligencies and Machinery learning, data science conducted through IBM - innovation center in education (IBM-ICE).

'NASSCOM future skills prime' program arranged by our mother institution is beneficial for our students to acquire 21st Century skills. Our students will surely grab these opportunities which Vidya Pratishthan, Baramati offers to them. Thus student in rural area get vide explosure to learn from the national and international institutes like IBM, NASSCOM, MICROSOFT and Universities like Oxford.

Concluding Remarks :

Overall Conclusive report /Summary Institutional Function

Maharashtra Government Organize CET Exam for entry level admission to assess student. Students are admitted through Centralized Admission Process. Planning meeting is held under the guidance of IQAC. Academic Calendar is prepared by GMC Incharge. Departments & Workload allotted as per syllabus by Savitribai Phule Pune University. Time Table is Prepared as per Academic Calendar & Term Granted by Savitribai Phule Pune University.

Welcome Program & Orientation sessions for newly admitted students, is a Continues activity for each academic year. Self- introduction gives opportunity to identify Strength, Weaknesses, and Opportunity & Challenges of each & every students at primary level.

Course wise academic support is being provided to learners in content & pedagogy.

Teaching learning process including practical's Internship and exam are scheduled as per time table.

Our college focuses students centered methods in order to enhance learning experience of the students, participative methods & techniques are used. College has strong mentoring system, which provides healthy

atmosphere for all-round development of the students.

Teaching and Learning process nurtures creativity, innovativeness, intellectual & thinking skills, as well as empathy & life skills.

Interpersonal & intra personal skill are neutered through various activity e.g. Social Service, Survey, Sports, Cultural programs, Curricular & Co- Curricular activities.

Teaching is one of the key aspect of skill development. Adequate human & infrastructural facilities are available to serve the purpose.

Internship program helps the students to get acquainted with actual field experience & day to day school work.

Transparent continued evaluation system helps to refine & reorganize activities related to teaching learning.

With the effective feedback mechanism college try to solve the problems and maintain transparent, healthy relationship with community & all other stake holders. This mechanism gives motivation, build confidence, attainment, and positive behavior.

Exam

A continuous evaluation system focused with PLO's & CLO's is one of the key aspect of academic process. It will help to increase confidence & attainment level of the students. Mentoring process within Diary Group is emphasised. Such a way that, remedial teaching & counselling properly helps for low achievers.

Results

Right from inception of the college (1990), College has tradition of good results above 90%, right from College focuses not only upon quantitative attainment but upon the skill development also.

Thus, since last thirty years, Vidya Pratishthan's College of Education situated in Vidya Pratishthan's educational campus which came into existence as the vision of Hon. Shri. Sharadchandraji Pawar Saheb, Chairman Vidya Pratishthan walking towards its goal with its educational, physical & human resources.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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 : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : Input is edited from supporting documents.
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: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
38	36	28	51	38 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
45	46	29	30	38	 Remark : Input is edited from clarification statement.
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: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
06	06	00	00	00	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	07	00	00	00

Remark : Input is edited from 2.1.2 clarification statement. for21 -22(09) and 23-(07)

2.2.4	**Student-Mentor ratio for the last completed academic year** 2.2.4.1. **Number of mentors in the Institution** Answer before DVV Verification : 12 Answer after DVV Verification: 11
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** Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: D. Any 2 of the above
2.5.3	**Average teaching experience of full time teachers for the last completed academic year.** 2.5.3.1. **Total number of years of teaching experience of full-time teachers for the last completed academic year** Answer before DVV Verification : 195 Answer after DVV Verification: 226
3.2.1	**Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years** 3.2.1.1. **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years** Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
07	02	01	01	01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
03	02	01	01	01

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

    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
Answer before DVV Verification : 02
Answer after DVV Verification: 00

Remark : Mou's between same Collaborations with the sister institutions under the same Trust not to be included.Input is edited according to it.

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.**

    4.1.2.1. Number of classrooms and seminar hall(s) with ICT facilities
Answer before DVV Verification : 7
Answer after DVV Verification: 5
    4.1.2.2. Number of Classrooms and seminar hall(s) in the institution
Answer before DVV Verification : 7
Answer after DVV Verification: 5

Remark : Input is edited from data template as well as clarification documents.

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 : B. Any 3 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : Input is edited from clarification documents.

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** Answer before DVV Verification : B. Any 5 of the above Answer After DVV Verification: C. Any 3 or 4 of the above Remark : Input is edited from clarification documents as 1,2,4 points have been provided by Hei.

5.2.1 **Percentage of placement of students as teachers/teacher educators**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	22	46	47	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	22	46	47	18

Remark : Input is edited from clarification placement report.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42	35	30	39	30

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	30	25	34	22

Remark : Input is edited from data template exciuding days .

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: TABLE1 Answer After DVV Verification : TABLE2

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	0	0	0

Answer After DVV Verification :

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19
11	11	11	11	12

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	9	6	5	5

Remark : Input is edited from clarification statements provided by HEI.

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** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : Input is edited from clarification geo tagged photos.
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** Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : Input is edited from supporting documents.
7.1.7	**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)** 7.1.7.1. **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)** Answer before DVV Verification: {table1} Answer After DVV Verification : {table2} Remark : Input is edited from supporting documents.

Table for 7.1.7 — Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
238907	226583	271663	308992	401864

Table for 7.1.7 — Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2.38907	2.26583	2.71663	3.08992	4.01864

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students on roll year-wise during the last five years..**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
176	181	191	192	150

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
176	181	187	192	151

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
110	110	110	100	100

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
110	110	110	100	100

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38	36	28	51	38

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
55	55	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:

2022-23	2021-22	2020-21	2019-20	2018-19
87	84	93	94	51

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
90	84	93	95	52

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
84	78	89	93	48

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
87	78	89	93	49

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	12	12

Answer After DVV Verification:

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	12	12

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	12	12	12