SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

M.V.P. SAMAJ'S ADV. VITTHALRAO GANPATRAO HANDE COLLEGE OF EDUCATION

MVP CAMPUS, GANGAPUR ROAD, NASHIK
422002
https://mvpcoednsk.com

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Our Mother Institute Maratha Vidya Prasarak Samaj is a renowned and second largest Educational Institution in Maharashtra. Until 1965 the institution had focused its attention on primary to Higher education. **M.V.P. Samaj founded College of Education, Nashik in 1965.**

The College implements the B.Ed., M.Ed., M.Phil. and Ph.D. programmes. It has the Research Centre for Doctoral Studies.(https://mvpcoednsk.com/index.php/about-college/) .We have Highly qualified and research oriented faculty who are research guides also.(https://mvpcoednsk.com/index.php/mphil-phd-guides/)

Contribution of Research Center is as follows:

Sr. No	Particulars	Ph.D	M.Phil
1	Before 4th Cycle (Upto 2016)	10	40
2	During 4th Cycle (After 2016)	26	19
3	Ongoing Research Work	60	01
4	**Total Research work**	**96**	**60**

Many of the faculty members have contributed their knowledge in the field of teacher Education and published more than 40 books and edited 60 books.

THE MOTHER INSTITUTION

In 1914, when the 'have-nots' of Nashik District could look nowhere for educational facilities and when there was no access to education, Maratha Vidya Prasarak Samaj. Nashik was founded by few enthusiastic socially capable people .

Maratha Vidya Prasarak Samaj Nashik (M.V.P.) is a large family of 10197 life members. Democratically they elect 24 members to the Managing Committee for a five-years tenure. (https://mvp.edu.in/governing-body/). It manages the entire educational endeavor.The educational activities of M.V.P. Samaj are spread to all the tehsils of the Nashik district.There are 489 branches of primary, secondary and higher secondary schools,colleges of numerous disciplines and training institutes. In all 214813 students are pursuing their Education,10116 employees are serving for M.V.P. The overall turnover of the institution in 2023 is nearly 851.21crores. All the institutes have been provided with sufficient physical resources.

THE STEERING COMMITTEE

Sr.No.	Name of the Faculty	Designation
1	Principal Dr. Chandrakant Borase	President
2	Dr. Kailas Khonde	Coordinator

3	Dr. Kavita Ghughuskar	Member
4	Dr. Anita Shelke	Member
5	Dr. Poonam Waghmare	Member
6	Shri. Pratap Atre	Member
7	Shri. Laxman Wayal	Member
8	Dr. Hemant Chitte	Member

Every Criteria Incharge with their team members contributed their best.Steering committee played vital role in writting the SSR for fourth cycle.

Vision

Vision :

- Ours is an aspiring Institution dedicated to prepare globally competent, performance oriented & committed teacher community by providing excellence in Knowledge, Skills & Research.

Mission

Mission :

- To avail academic and practical training for teacher trainees.
- To develop quest for knowledge and excellence among the teacher trainees through the efforts of Institutions and stake holders.
- To develop teaching skills, life skills and undertake activities for community orientation.
- To inculcate national values within teacher trainees to be mentally as well as culturally united.
- To enhance them to be independent and globally competent through effective teaching learning and research activity.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Highly qualified and competent faculty actively involved in teaching-learning, Research and Extension activities.

- More than 95 % faculties are Ph.D Holders and Research Guides.

- Value-based education through healthy practices like Morning assembly.

- Women empowerment for lesser privileged sections of society with skill development programmes i.e. Vishakha Samitti.

- 66 optional subjects are included for B.Ed. course out of which we offer 26 Subjects and for M.Ed.course out 06 optional student select subjects as per their choice.

- Library with large collection of 21890 Books, Journals, Magazines and availability of separate reading rooms for students and teachers.

- Library is fully computerised.

- Vibrant atmosphere conducive to all round development of students.

- In our college there are 5 Smart classrooms.

- Consistently staff attends seminars, present papers, also publish more than 122 research papers in reputed journals.

- Most of the faculties have published book.

- Our Principal contributed as a Chairman of Board of Studies and other faculties worked as a member of Board of Studies of SPPU Pune.

- 26 students were awarded Ph.D degree and 60 research scholar are pursuing their Ph.D. degree. Our result for B.Ed and M.Ed is above 90% since last five years

- Vishakha Samittee is formed for gender equality, sexual harassment, women empowerment and leadership.

- In library Inflibnet software is currently available.

- Efficient language laboratory.

- College has 19 MOUs with various Colleges and Practicing Schools.

- 20% students are recruited through Campus placement.

- Eco friendly neat, clean and safe college campus.

- IQAC plays a vital role as an apex body for proper execution of welfare measures for the staff and students.

- Every year ,we are implementing best practices like cleanliness, covid-19 awareness, Nagri Suraksha Mulbhut Program, M.C.Qs construction etc.

- The college has an effective management mechanism of solid as well as E-waste.

- College has adopted sustainable Development Policy by installing solar panel which saved electric bill,

generator, Invertors and battery backup system are available.

- Rain water harvesting practice is done by our college since last 5 Years.

- College regularly organizes National Level conferences and Seminar in Collaboration with SPPU, Pune University having grant of Rs 1.5 lakhs.

Institutional Weakness

- As college is affiliated to Savitribai Phule Pune University it has no autonomy in academic reforms i.e. academic calendar, syllabus, curriculum, co-curricular activities, so controlled procedures has to be followed which creates hurdle in development of the institute.

- Lack of sufficient Govt/ other funds.

- To increase research collaboration.

- Functional MoUs with institute interaction due to limited accessibility reduces opportunities for the students.

- Delayed admission process frequently by the state government.

Institutional Opportunity

· Focusing on improving research activities such as minor and major research projects.

· Scope for enhancing alumni engagement in academic and research projects.

· We have opportunity to upgrade ourselves for autonomous status.

· As per NEP, norms of infrastructure changed,considering need of time, we have opportunity to increase and modify infrastructure.

· Faculty members has exposure to do research abroad.

· To take up UGC-funded project works to improve teaching and learning activity.

· MoUs with International Universities for Twinning and Dual degree programs to enhance the opportunity for research.

· To convince funds and its relevance to Alumni

· Online Degree programmes.

· Wide scope for Integrated Teacher Education Programme (ITEP)

Institutional Challenge

- **New education policy 2020 - new frame work.**

- **To start Integrated B.Ed.Programme.**

- To get autonomy to our College

- Provision or sourcing of funds for collaboration

- Multiple entry and exit as per NEP2020

- Attitude of the Students towards teaching profession.

- To enhance college community network .

- To formalize the existing Alumni association to mobilize various resources.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

I -Curriculum Planning-

Our College Plans, actions and make strategy for implementation in tune with its duly stated Purpose, Vision, Mission and Values uses feedback from stakeholders, in curriculum and institutional planning. It modifies course of action to meet the emerging needs,develops and deploys action plans to achieve the objectives and ensure effective implementation of the curriculum. Through well planned Academic Calendar, our college plans courses about B.Ed., M.Ed. and Ph.D.

In 2017-2022 our 3 faculties contributed as Board of Studies of SPPU Pune as Members in curriculum planning.Out of which one was headed as a Chairpersonship of Educational Psychology Board.

The different committees are formed for co-curricular activities. Alumina, internship, open course, examination, academic enrichment, placement, practice lesson .

II- Academic flexibility

Our college adapted Choice Based Credit system in 2016 for B,Ed. and for M.Ed. in 2015.Choice offered in the curriculum in terms of the program curricular transaction. Students of M.Ed. and B.Ed. have a choice of BED 106 and BED 107, and BED205 methods and BED204 Electives.

III- Curriculum Enrichment

·   College takes special lectures of BED106 and BED 205 which are content of secondary and higher schools and thus focus on content enrichment of students.

·   Students learn skills of promoting interactions, conducting group discussion ,providing scope for self explanation ,thinking, problem solving, promoting self learning, facilitating understanding through course 211-Drama and Arts and 212 - Entrepreneurship Development.

· CCA focuses on maximizing the proficiency in both academia and skills.

· B.Ed students in BED210 and M.Ed. in their dissertation completed action research . Thus students focus on research activities.

IV - Feedback system

·   The feedback form from all 5 stakeholders in terms of its relevance and appropriateness in catering to the needs of the Students, Teachers, Parents, Employers, Alumni. The management authorities' personnelly assist in improving ideas and criticism. The feedback is used for improvement in terms of academic and quality enhancement of the institution.

Teaching-learning and Evaluation

1.Students enrolment:-

The assessment of the B.Ed. and M. Ed. students is mandatorily done through CET Program.MAH-CET Common Entrance Test.This test is prepared scientifically to test the various teaching abilities, attitudes, aptitude, mental ability, general knowledge of budding teacher. Exam is conducted in online mode. Thus before the admission students learning needs are assessed. Our college helps the students to fill online forms and guide them regarding CET. Services are provided free of cost.

2.Catering to Student diversity:-

Students are from diverse backgrounds including backward community as well as from different locales. Gender equity, economic, admission opportunity for differently-abled students are also considered.

3.Teaching Learning Process:-

The curriculum of B. Ed Course and M. Ed course is designed by SPPU,Pune. At the beginning ,there is orientation program for students about Curriculum, Co curricular and extracurricular activities.

B. Ed and M. Ed course is knowledge base skill building course. So emphasis is placed on developing teaching skills with in depth knowledge. Teaching skill includes providing training, practices of different techniques,

strategy ,approaches and professional skills.

4. Teacher profile and quality :-

More than 95% teacher educators in college are Ph.D. holders. Staff consistently attends orientation, refresher courses, FDP, publish and presents research papers.

5. Student Mentoring

All teacher educators work as mentors. Students are divided into groups of 10-15 Students.

Professional guidance- Regarding professional goals, selection of career and higher education.

Career advancement-Regarding self-employment, entrepreneurship development, opportunities, morals , integrity, values required for career growth

Personal guidance –Regarding teaching, Learning, family, Economical issues.

Outcome of Mentoring -

a) Enhancement in student's attendance.

b) minimizing number of students detainment.

c) Improvement in student-teacher relationship.

6. Evaluation Process :-

Our institution follows all guidelines and examination pattern of the SPPU,Pune Three internal tests conducted (Tutorials, Preliminary examination and practical).The institution has reformed continues internal evaluation system.

Preparing the question paper for internals examination in prescribed pattern

Scrutiny of question paper is carried out by HOD, Subject Experts.

Mechanism of internal evaluation system is transparent.

Internal marks are sent to the university through online mode.

Infrastructure and Learning Resources

I - Physical Facilities-

·   The Institution has 2666.5sq.m.total built up area and well-furnished infrastructure.

·   Institution has eight classrooms with adequate ventilation. All classrooms have LCD projector with

smart boards.

·   Seminar hall utilized for group activity, common programs and various lectures.

·   Institution has ICT, language and science laboratories with all required equipment.

·   In ICT laboratory,TBT practical's are practiced every year.

·   In language lab, students can improve their pronunciation, accent,intonation as per their own pace.

II - Library As a Learning Resources-

·   In science laboratories teaching aids and various apparatus are available for knowledge representation and verification. Students can easily access all these facilities.

·   Institution has a big size library and study hall. Library plays an important role to improve the content knowledge.

·   Institution has adopted e-campus, LMS software used for library management.

·   It has 11 sub modules ie.-Accession Register, circulation members' subscription, periodicals, stack verification, book master and book shelf. Institution has 75 computer facilities for practicals and internet surfing facilities.

III- ICT Infrastructure-

·   Institution has a 4:1 student computer ratio.

·   Internet communication data speed is 200 mbps .

·   Institute provide Wi-Fi enabled campus gives freedom and flexibility of data exchange.

·   During the pandemic period online classes,PPT ,video's, google meet, G-suite, telegram and what's-App were used for teaching learning process

IV - Maintenance of Campus-

·   Institution has adequate facilities for sports. Indoor and outdoor games competitions are organized every year. Total infrastructure is maintained as per UGC, NCTE, Govt. and management of the institution.

·   Institute has installed a 15 KV Solar Grid to minimize electric bill consumption.

·   Institute has a large capacity electricity generator.

·   On every floor of the building there is a high quality water purifier. Institute has an air conditioned guest room facility.

·   Every floor of the building has a urinary and sanitation facility for girls,boys and staff.

·   College has full fleged Research Cell.

Student Support and Progression

I - Student Support :

Students Welfare & Capability Enhancement Schemes - Financial support is given by various types of scholarship, Nirbhay Kanya, Earn and Learn, Student safety scheme, Bhasha vishayak Margadarshan, Vyawasay Margadarshan, Sanskar Magazine all these schemes are funded by Student Development, S.P.P.U. Pune. Lectures on Interview techniques, SET/NET Guidance and Counseling Workshops are conducted.

Skill Enhancement Programme - Soft skill development like Personality development, Career Guidance and Counseling, Remedial teaching for weaker students, Language lab activities are organized.

Facilities - Institutional mechanism for transparency, Grievance redressal committee for student grievances, sexual harassment and anti- ragging committee are constituted.

Govt.Scholarships: Rupees 1,45,15,386/- was received. for 1054 SC,ST,NT,OBC,SBC students since last five years.

Student Support facilities in institution–

·   Separate Vehicle Parking facility for students and staff.

·   Two common rooms separately for boys and girls .

·   Recreational facility - Harmonium, Tabala, Casio etc musical instruments, Indoor and Outdoor equipment, Play ground, lawns for lunch. First Aid box is available.

II- Student Progression:

·   Campus Placement- Every year more than 45 percent of students get job in various schools and colleges.

·   Student progression to Higher Education–55 % students are promoted to Higher Education.(M.Ed,M.A.,M.Sc.,M.Com,M.Phil,Ph.D).

·   52 Students qualified NET/SET/PET/TET Exams.

·   Student Council - Student council is formed as per University Statutes. It is active and plays a proactive role in the institutional functioning. Educational Trip and sports activities are organized.

III- Student Participation:

·   Co- Curricular Activities - Students take active participation in Yoga, Meditation ,Mentoring process.

·   Sports and Cultural activities- sports and cultural competitions are organized at the institution level.

IV- Alumni Engagement :

·   Alumni Association-   Our Alumni is registered. The Institute has an Alumni Association for building strong bonds between Alumni and present students. The Alumni give support to the students through interaction, financial funding, guidance and placement. Every year Alumni meet is arranged whenever necessary.Alumni Association supports by giving books, giving career guidance to students. They guide for interview techniques. Their intention and expectation is for all round development of students

Governance, Leadership and Management

As far as the Governance, Leadership and Management aspects are concerned, following points are very important in a nutshell:

I- Institutional Vision and Leadership:

·   Successful achievement of the Vision and Mission with the help of efficient leadership, participation of the faculty members and students.

·   A healthy, clean, congenial ,physical as well as academic environment and other facilities that helps in achieving the Vision and Mission successfully.

·   Provision of proper exposure to the students through various curricular and cocurricular activities and use of different modes for classroom teaching as the institutional focus is on imparting quality teacher training.

·   Research guidance is provided to M.Ed. and Ph.D. students through a very efficient Research Center in the College.

II- Strategy Development and Deployment:

·   The College has an elaborative organizational structure for effective management comprising the Mother Institute as a governing body which works through the College Development Committee.

·   The institutional strategic plan is effectively developed that starts with the academic calendar. This strategic planning works out with the help of various departments in the College which includes IQAC, Exam Department, Cultural Cell, Grievance Redressal Cell, Alumni Association, Sports and Research Cell etc.

III- Faculty Empowerment Strategies:

·   Teachers are permitted to participate in Orientation, Refresher, Short term Courses and Faculty Development Programmes as per the requirement.

·   Welfare measures are executed for the staff.

·   Performance appraisal Reports of the faculty are filled in every year.

IV - Financial Management and Resource Mobilization:

·   The college accounts are maintained regularly and are verified by internal and external financial audits every year.

·   The audit is done twice in a year.

V- Internal Quality Assurance System:

·   IQAC plays a vital role in the decentralization and participative management.

·   Online feedback is collected by IQAC from the students, stakeholders, faculty, parents and employers for further improvement.

Institutional Values and Best Practices

Every year , we are implementing best practices like cleanliness, covid-19 awareness, Nagri Suraksha Mulbhut Program, M.C.Qs construction etc.

· College has code of conduct for staff, Principal & Student teacher with values of the institute.

· College put forth efforts levering local environment by conducting different activity & community practices.

· Pollution free local environment activities are displayed on board in the corridor,

· Segregation of dry wet waste using dustbin.Big pit is made for waste management & waste paper given for best out of waste. Plants, trees, busles, lawns & systematic land skipping make campus attractive & decorative.

· College has energy policy which saved electric bill means solar system,   generator, Invertors and battery backup system are available.

· Water harvesting is done . Rain water collected in tank and used for gardening & washroom.

· Every year in rainy season & in internship program plantation done by the college.

· College motivates the use of bicycles /E-vehicles.

· College appointed sweeper for cleaning washrooms and pay Rs.3500/- PM

· College campus is away from main street and on the bank of river Godavari.

· College teachers are going in rural & tribal areas to create environmental awareness among people   and many student take active participation.

 Our college Campus is Pollution free ..

·   Good Dry & Wet Waste management system is adapted by our Institution.

·   College campus is attractive due to plants of bushes lawns & trees.

·   Availability of sufficient nodes for pee & toilets are available in washroom.

·   Solar system, battery back up & invertors, generator makes continuous streaming of energy.

·   Different best practicals inculcates ethics and values.

·   Promotes development of 21st century skills among teacher & student.

·   Health & Hygiene related programme.

Research and Outreach Activities

Research and Outreach Activities

 Since Research is the foundation of higher education, one of our goals is to foster the growth of research competencies and to encourage the publication of articles.

Every year, under the auspices of IQAC, conferences, seminars, and webinars are held to foster a research attitude. We organized three National Conferences in 2017-18 , 2018-19, 2022-23.The title and funding of the National Conferences were as follows:

2017-18 : Advanced Trends in ICT, Fund received 1.5 Lakhs

 2018-19 : Digitization–Transforming India into a Knowledge Hub, Fund received 1.5 Lakhs

 2022-23 : National Education policy-2020 ,Fund received 1.5 Lakhs

 Research Publications:

Faculty members are encouraged to engage on small projects with students, attend conferences, workshops, seminars and present papers that have been accepted for publication in UGC CARE listed journals.

. Research publication in the journals-

1 Ph.D. awarded in last 5 years:- 26

2. Papers published in UGC notified ISSN /ISBN:- 122

3. Publication in confrfrnce proceeding volumes and book chapters:- 64

Faculty Development Programme:-

   College has organized one FDP course on " ICT in Teaching Learning " from 11.03.2019 to 17.03.2019 under UGC HRDC,Pune in the areas of education. The Institution has established connections with other educational and social institutions.

Collaboration And Linkages:-

We have MOUs with Ashoka College of Education Nashik and Lalit Kala Mahavidyalaya Nashik.

Apart from this, we have MOUs with 16 schools and many activities are conducted under MOUs for student's development and progress. The college runs a number of initiatives that promote social peace and national cohesion.

Outreach Activity:

These community outreach activities creates a sense of cooperation,integration and unity among students. Our college organizes the outreach programme from 2017-2023 which are as follows:

1. Women's education

2. Environmental awareness

3. AIDS awareness

4. Blood Donation Camp

5. Tree plantation

6. Swachh Bharat Abhiyan

·   The college offers assistance to the community during the pandemic by giving elderly and impoverished people masks and hand sanitizer.

·   The institution collaborates with numerous schools and colleges to perform academic and educational activities .

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	M.V.P. SAMAJ'S ADV. VITTHALRAO GANPATRAO HANDE COLLEGE OF EDUCATION
Address	MVP Campus, Gangapur Road, Nashik
City	Nashik
State	Maharashtra
Pin	422002
Website	https://mvpcoednsk.com

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Chandrakant Mhasu Borase	0253-2571542		0253-2571542	
IQAC / CIQA coordinator	Kailas Ramesh Khonde	0253-2571542	9579153374	0253-2571542	krkhonde81@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

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	26-07-2012	[View Document](#)
12B of UGC	26-07-2012	[View Document](#)

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	[View Document](#)	31-05-2015	120	

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	MVP Campus, Gangapur Road, Nashik	Urban	1.056	2666.5

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education	24	Bachelor's Degree of Three Years with specialization and Entrance Exam	Marathi	300	298
PG	MEd,Education	24	B.EI.Ed degree and Entrance Exam	Marathi	100	74
Doctoral (Ph.D)	PhD or DPhil,Education	36	Education sub SET or NET Or Entrance Exam	Marathi	6	6
Pre Doctoral (M.Phil)	MPhil,Education	36	M.Ed.	Marathi	5	0

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				16				10
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				16				10
Sanctioned by the Management/Society or Other Authorized Bodies				0				16				10
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				16				10

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				10
Recruited	0	0	0	0
Yet to Recruit				10
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	0	0	0	0
Yet to Recruit				7

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

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	7	9	0	1	0	0	17
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	2	0	5
UG	0	0	0	0	0	0	0	0	0	0

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	0	0	0
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	3	1	0	4
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**
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	101	1	0	0	102
	Female	199	1	0	0	200
	Others	0	0	0	0	0
PG	Male	6	0	0	0	6
	Female	69	5	0	0	74
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	2	0	0	0	2
	Female	4	0	0	0	4
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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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	10	11	3	8
	Female	38	29	27	38
	Others	0	0	0	0
ST	Male	32	40	42	54
	Female	32	27	44	58
	Others	0	0	0	0
OBC	Male	22	15	13	15
	Female	86	74	72	85
	Others	0	0	0	0
General	Male	11	10	12	9
	Female	118	133	138	107
	Others	0	0	0	0
Others	Male	4	7	8	9
	Female	20	21	18	24
	Others	0	0	0	0
Total		373	367	377	407

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our B.Ed institution is already a multi disciplinary institution as it consists of the students of varied faculties such as science ,math, languages ,commerce, agriculture etc. B.Ed colleges are the Teaching profession institutions in which teacher Educators teach all the trainee teachers how to teach and the students of all the faculties work hand in hand to learn the teaching techniques which forms these teacher education institutions to be holistic multi disciplinary institutions.. Science , technology , engineering and medical colleges (STEM) empowers individuals with the skills to succeed and adapt to this changing world..All teacher education Institutions promote stem as it integrates Humanities and Science

	with each other in this course. During the internship program the students of all the faculties work hand in hand to promote stem and does learn the teaching skill and develop the skill of accepting other faculties as a part and parcel of the teaching profession.. Our institution provides a flexible and innovative curriculum that includes Choice Based Credit System since 2015. All the courses and projects are in the areas of community engagement and services such as social work practicals and Entrepreneurship practical for B.Ed 2nd year students. We promote Environmental education through the elective paper B.Ed 205 Sustainable Development and Environmental education and Guidance and Counseling which inculcates scientific temper and sustainable development it takes within the budding teachers. various value based programs are conducted throughout the year such as personality development program, Constitution Day, Democratic day. Etc. We give flexibility to the students to choose their electives as per their choice. We have the paper BED 210 i.e., Basics of Research which gives opportunity to students to solve their problems of teaching and learning issues , social issues and challenges. Our college offers the choice to elect the subjects BED 205 irrespective of their graduation subjects.
2. Academic bank of credits (ABC):	From the academic year 2021-22 and year 2022-23 our college registered our students in Academic bank Credits. For this our institution following activities: Orientation about Academic Bank Credit (ABC) : It is a credit facility originally envisioned by the Government of India in the National Education Policy (NEP) 2020. The scheme has the provisions of creating a digital infrastructure that will store the academic credits earned by the students of various higher education institutes within the country. In the orientation program IQAC has taken Initiative to register for Academic Bank Credit (ABC) as a part of NEP 2020. We give orientation about the importance of Academic Bank Credit (ABC) for students and tell them about the benefits of Academic Bank Credit (ABC) .Institution has taken varied initiatives for registering for Academic Bank Credit (ABC) . Firstly, the institution provided a Demo video of the Academic Bank Credit (ABC) . Facilitation for Academic Bank Credit (ABC) Of Students.: We have Made Available the Computer Laboratory for

	Creating the Academic Bank Credit (ABC) of Every student. For Technical Support our Computer Instructor is made available to solve the queries of students regarding registration of Academic Bank Credit (ABC) . Creation of Academic Bank Credit (ABC) Account: For crating a Academic Bank Credit (ABC) first of all the students have to download the Digi locker app and in it they have to create Academic Bank Credit (ABC) account where student can see all his documents ie. marklist in one touch. Benefits of Academic Bank Credit (ABC) : This Academic Bank Credit (ABC) is helpful for the students as Students can assess their documents from everywhere across the globe. These documents are readily available in soft copy anywhere. Students can avail their credits for a particular course from any college. Students can take admission according to their choice and accessibility. Students get the benefits of Multiple entries and exit during the chosen program. Good Practice of the institution pertaining to the implementation of Academic Bank Credit (ABC) in view of NEP 2020: Our Institution IQAC has taken the initiative to create an Academic Bank Credit (ABC) account of every student in this academic year before filling the exam forms. We created the Academic Bank Credit (ABC) of B.Ed ,M.Ed ,DSM, B.Ed(vacational), M.A Education students as a part of NEP2020 implementation. Students enthusiastically participated and created their ABC account. And contributed in colleges initiative for making students' futures secure.
3. Skill development:	kill Development Teacher education course itself is a skill development course. These teaching skills are enhanced through various activities due to pandemic situations. All the activities are taken through offline and online mode such as teaching skills are developed through microteaching, practice lessons, simulation lessons, technology based lessons,models of teaching, team teaching,Internship program,. Health education and Yoga promotes physical and mental fitness , Entrepreneurship skills are developed through the varied information regarding various professions .Cultural activities promotes cultural transmission and conservation of indian culture, which enhanced team spirit public speaking confidence and enhances secularism for this we organize cultural programs to promote above

	mentioned skills..This develops varied social, communication skills and personality of Teacher trainees. Understanding of Self do SWOT analysis, self esteem,and know personality of themselves with Pros and Cons, Life skills, Interview Techniques, How to write CV and Bio data which is helpful for Professional Development. This enhances cognitive,affective and psychomotor Domain of each and every student directly or indirectly. Research skills are developed through various Action Research done by the teacher trainees various skills like logical and critical thinking, problem solving, Perception of a situation as a whole, analytical and interpretation , decision making are developed. Through open Course activities communication skills,and personality development is achieved. Through social Work we promote work culture. In pandemic situations also students went home to home to bring awareness in their neighborhood regarding precautions of health and how to use sanitizers and masks. In this pandemic situation students' technological skills are enhanced and they use Technology while learning and teaching.The teacher education institutions also develops overall personality of the trainee teachers who are future citizens of the society.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Appropriate Integration of Indian Knowledge System We the college of education Nashik take utmost efforts for appropriate Integration of Indian Knowledge system . As this College is situated in Maharashtra, the medium of instruction is marathi as it is a local language of communication. In the pandemic situation while teaching in online and offline mode . Mode of transaction for theory and practical curriculum is Marathi language. The Institution Planned to train its faculties to provide classroom delivery in Bilingual mode in BED 205 where Science faculty subjects and Languages are taught in bilingual mode. College runs Various Degree courses B.Ed, M.Ed, YCMOU B.Ed, DSM, and M.A Education which are of marathi medium. Some students' schooling is in English medium where the teacher promotes a Bilingual approach and fulfills students' needs. Our Institution runs B.ED, M.Ed and Ph.D courses. All these courses are taught in Marathi medium which is a Vernacular language . On students' demand we teach the students in the English

	language . We teach English, Hindi, Marathi method and Content of these methods is taught in all the three languages i.e Marathi ,English and in Hindi . But many students' schooling is from their mother tongue so Bilingual language are used by faculty for the students' thorough understanding.. Institution preserve and promote Following : Indian Ancient traditional knowledge is promoted through various activities.such as cultural programs: We ask the students to represent their culture through folk dance, folk music thus promote Indian Ancient Culture. Indian arts such as Rangoli, Mehendi etc, is promoted by organizing various competitions of it. And on every occasion rangoli is made. Indian culture is promoted through various traditional days celebrations . In internship programs students represent their teaching skill through various teaching methodologies such as Inductive Deductive method, lecture method, demonstration method etc. Personal skills such as adjustment, command over language, social skills such as relationship, empathy, leadership etc are developed within the students. Following Indian languages in teaching, learning and promoting the tribal languages, customs and accepting Indian culture,intellectual skills,participating activities, students ' personality is nourished as a good teacher.
5. Focus on Outcome based education (OBE):	Focus on Outcome Based Education (OBE) Outcome Our college works for excellence in the education field. Teacher education institutions focus for Outcome based education. It focuses on skill of every budding learner. B.Ed curriculum itself is an Outcome Based Education as its each and every competency is tested on spot during practical sessions itself. Each teaching Competency focuses on Outcome based Education as their performance is evaluated at each stage of course such as in Micro Teaching skill , Integrated Lessons, Practice lessons , Technology based lessons, Team teaching, models of teaching etc, each and every skill student have to acquire and teacher educator put efforts to develop these skills within the students thus emphasized Outcome based Education. For Practical experience of School life Internship Program is scheduled for ! month and Four Months for B.Ed I and B.Ed II respectively. College takes special efforts to capture the Outcome Based Education in Teaching learning process by re practicing each and every Teaching

	competency. After completion of the teacher education program the student teacher will be able to apply their knowledge and competencies in several areas. They develop their teaching skills to fulfill the criteria to become a competent teacher according to NCTE norms . Students analyze curriculum and are able to select appropriate teaching strategies according to their needs. Several students are applying for teachership vacancies and they are selected and now become teachers in high schools, +2 schools and private schools. They completely engaged themselves in the process of self directed learning through the use of innovative ideas. They completely organized themselves with subject knowledge. They also develop several life skills for themselves for successful establishment in the society. After becoming a teacher in any sector they contribute community service in society. They are able to develop the link between theory and practice.
6. Distance education/online education:	Distance Education/ Online Education Our college works as a channel to promote distance Education. Our College is study center for Vocational B.Ed of Yashwantrao Chavan Open University(YCMOU) since 1991. Distance Education: Our college promotes distance educationOur College is the research center of Yashwantrao Chavan National Open University(YCMOU) which conducts courses such B.Ed (Vacational), M.A.Education , Diploma in School management(DSM) regularly. Thus our institute offers various vocational courses through ODL mode in the Institution. Online Education : In this pandemic situation all the faculties upgraded their knowledge by doing online webinar, Faculty development programs to efficiently confront online teaching. Due to COVID the implementation of Curriculum based on Choice based Credit System of B.Ed I & II as well as M.Ed I & II year and all courses related activities are taken through online mode. College registered for G Suite to conduct online lectures and is convenient for the students. Various technological tools like google meet,Google classroom are used to deliver the lecture. The Micro teaching, Practice lessons, Internship Program and all other course related activities are conducted through google meet. The course related praticals and various curricular and co curricular activities are conducted online. After the pandemic situation we used the

	technology for teaching learning process by using google classroom and G-suit etc.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes , the Electoral Literacy Club (ELC) has been set up in the college. As this concept is new . In this academic year it has been set up. So this club is in the budding stage in our college. Aims and Objectives Electoral Literacy Club (ELC) : 1. To develop a culture of registration and electoral participation right from their first election once they cross 18 years of age. 2. To engage the future voters and new voters as a continuous process for active learning and requisite skill development in regarding 'Elections'. In general and for informed, inclusive, confident, comfortable and ethical electoral participation should be taken by them. 3. To encourage students to understand and appreciate the value of the vote and ensure that they do not miss their vote of life. 4. To function as a mini election office to conduct simulated elections, organize events and activities that promote understanding of the electoral system and processes, electoral institutional structure, organization and electoral participation. 5. To bring awareness regarding elections among the family, friends, neighbors and Society. 6. To enhance the potential of ELC members for carrying the electoral literacy in communities Institutional Coverage and Target Populations under the ELCS Our institutes covers the all the teacher trainees, institutional faculties and all the schools Internship and practice teaching schools , Teacher trainees family, neighbors,friends and community. Expected Outcomes : Target audience will be aware of what, how, when and where to vote . And about the electoral process and how to do registration and voting in elections. Target audience will understand the value of the vote and the sanctity of secrecy of vote.
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?	Yes, Coordinator and Coordinating Faculty are appointed and now it is a functional position.Structure of the ELCS and Strategies for Implementation Electoral Literacy Clubs (ELC) is set up in our Institution. Electoral Literacy Committee Nodal Officer : Prof. Laxman Wayal Members: Dr.

	Parshuram Waghere Member: Dr. Kiran Khairnar Member: Dr. Manisha Choudhari Their job content will focus on: ELC members will work hand in hand to implement the activities within the college and in schools. Guiding the Teachers for conduct of the ELC activities. Organizing utilization of El engagement resources for engaging Future Voters for skill development. Develop a calendar of activities for the year in consultation with the Students/Executive Committee.
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.	Our ELC has taken initiative to bring awareness to participate in Elections. In this academic year we provoked students to fill a form for the Graduate Constituency of SPPU. Many of the students registered their names and practiced their voting rights. In Our institution we prepared a Google Questionnaire on Electoral Literacy. Students attempted the questionnaire enthusiastically. Out of 150 Students we got 140 responses. From this event we try to bring awareness among the Students regarding ELC.at the same time students brought awareness within their Family,Friends,Relatives and neighbors.maximum of the students feel that ELC strengthens Democracy.
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.	As this Process of ELC is new for us.so uptill now we have not taken any major initiatives.such as Projects,Publication etc. As we are the Teacher Education Institution,we started creating awareness drives within the Schools during the Internship Programme. Trainee teachers took awareness programmes such as poster competition, essay competition,slogan,awareness lecture on ELC, rangoli, competition in various internship schools thus contributing to advancing democratic values and participating indirectly in the electoral process. Thus our institution works hard and efficiently contributes to ELC awareness
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 ours is a Teacher Education Institution all the teacher trainees are above 18 years. Among them 95 % students' names are in the voters list and they continuously vote in various types of elections by central and state governments. At the same time our students contribute in Graduate and University elections. We college of Education Nashik. motivate the remaining 5% students to enroll their names in the Voters list.

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
407	377	367	373	305

File Description	Document
Institutional data in prescribed format	[View Document]
Any other relevant information	[View Document]

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
200	200	200	200	200

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

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
151	120	104	112	144

File Description	Document
Institutional data in prescribed format	[View Document]
Central / State Govt. reservation policy for adm	[View Document]

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
191	171	178	181	107

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

1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
187	171	172	177	106

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
193	197	171	186	197

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

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	26	27	29	30

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	36	36	36	36
File Description		Document		
University letter with respect to sanction of p		[View Document](#)		

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
19.66	12.89	20.60	14.24	1.00
File Description		Document		
Audited Income Expenditure statement year wise d		[View Document](#)		

3.2

Number of Computers in the institution for academic purposes..

Response: 100

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

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4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

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

Response:

Our college Ad.V.G.H.College of Education is affiliated to SPPU,Pune. The Curriculum of B.Ed. Course and M.Ed. Course are designed by SPPU,Pune since 2015. Both Courses are of two years duration with Choice based credit system. Intake of the students for B.Ed Course is 300 and M.Ed. Course is 100.

Planning - At the beginning of academic year IQAC Meeting is scheduled and in that meeting as per the need, requirements and suggestions of various departments academic calendar is prepared. Committee plans about working days which includes yearly for B.Ed. and semester-wise allotted working days for M.Ed.

Both B.Ed. Course and M.Ed. Course are run according to schedule of academic calendar. At the beginning of academic year, there is orientation program about syllabus of B.Ed. and M.Ed. Courses by Head of Department. Discussion about the curricular, co-curricular and extracurricular activities is done. In Orientation program students are given detailed information about B.Ed. and M.Ed. curriculum, time table of teaching learning process, Practical, Internship, Lessons Guidance, Cultural and sports activities. The academic calendar is modified as per the guidelines by the authority.

- Reviewing and Revising Curriculum - Institution ensures an effective curriculum, well-planned, documentation for B.Ed. and M.Ed. courses which are revised every five years, its concerns with National Curriculum Reforms and new educational issues and trends.
- Students have professional competencies and learning experience with theoretical and practical work .Theoretical knowledge relates pedagogy and practical work relates to activity based learning like Micro- teaching, Practice lesson, Internship, Seminars, Webinars, different Educational field visits, Interactive sessions, Team teaching .
- Faculty Development Program gives direction to the curriculum change and enrichment. BOS members of Faculty makes revised syllabus of courses and puts forward to affiliated university and statutory boards.
- Adapting it to local context: curriculum delivers through systematic way with a transparent process. Its includes whole academic activities and evaluation process. Academic year which includes B.Ed. yearly and M.Ed. semester- wise allotted working days with internal and semester-end examinations.
- Implementation phase of curriculum: The phases of curriculum implementation ie Engage, Enact, Embed can be used as a guide to support activities and reflective thinking in schools, colleges when implementing a new syllabus. Faculty members and student teacher and trainees implement with flexibility in academic and assessment. This serves as a media and strategy for considering the

commencement from affiliated university   and overview of planning, implementation and assessment.

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
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: B. Any 4 of the above

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

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all 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: 28.79

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

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
66	66	66	66	66

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: 1

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

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

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](#)

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

Response: 11.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
46	45	38	47	26

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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](#)

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: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	[View Document](#)
Document showing teachers' mentoring and assistance to students to avail of self-study courses	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[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: 0.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	5	1	0	0

File Description	Document
List of students enrolled and completed in self study course(s)	[View Document](#)
Data as per Data Template	[View Document](#)
Certificates/ evidences for completing the self-study course(s)	[View Document](#)
Paste link for additional information	[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:

1) A fundamental or coherent understanding of the field of teacher education :

At the beginning of academic year, there is orientation programme about syllabus of B.Ed. and M.Ed. Course by head of department. Discussion is done on curricular, co-curricular and extracurricular activities. In Orientation programme students are given detailed information about B.Ed. curriculum, time table of teaching learning process, micro teaching, practicals ,Internship ,Guidance of lessons, Cultural programs ,different types of sports. Students are enabled to integrate the study of subject knowledge, human development, pedagogy and communication skill in student teacher and   teacher trainees which promotes capabilities for inculcating national values and goals as mentioned in the constitution of India, to become competent and committed professionals willing to perform the identified tasks. Students are made to aware the professional capacities like reading and reflecting on texts, understanding of self, understanding the use of drama and art in education, etc. Students are made aware of how to use managerial and organizational skills.

2) Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization:

The head of department gives the orientation, this rientation concerns different activities such as model demonstration lesson , lesson planning of Micro Teaching Skills loke as   Set Induction, Demonstration, Stimulus Variation, Narration , Explanation , Black Board Writing, Questioning ,Closure etc. again demontration of how integrate   two or three skills a single lesson . Student also experiences Teaching Competency i.e. Technology based teaching, Team teaching, Lessons using Models of Teaching, Practice lessons and Internship. Students are aware and given experience about Critical Understanding of ICT- Practical, Co- curricular Activities and Social work activities. Department such as maths and science department, Cultural department, Drama and Art in education, Open course were formed with an objective to increases content knowledge. B.Ed. and M.Ed corses wise different edcational field visits,technology based teaching aids, Projects, Entrepreneurship development, Power-point presentation activities etc, aal these curricular and co- curricular actiovities activitites creates practical cum experiential   knowledge of perticular course.During the internship program and practice

lesson Programme observation of lesson and guidance of lesson note are done, celebration of festival.Interviews of Principal, HOD's of different department,subject teacher experts are taken.in short through internship program content and practical knowlwge and in developed.

3) Capability to extrapolate from what one has learnt and apply acquired competencies :

Students learn all basic teaching skills in micro teaching separately and minutely as per induction and as per their subject method. Students used narration Black board Writing, Stimulus variation, Set Induction, Questioning skills, etc. and all these skills are blended in a single lesson i.e. integration skill lesson .Students learns the differents teaching methods , various strategies and techniques. Students are actively participating in curricular activities -- such as internal exams, practicals, seminars, power pont presentation, Tutorials,   M.C.Q. etc. Co-curricular activities such as Story writing competitions, Projects, exhibitions.Essay competitions, Debate competitions, Group discussion which help students to develops problem-solving, reasoning, critical thinking, creative thinking, communication, and collaborative abilities. Extra -curricular activities-sports, cultural program, self study courses are increses competences such as logical thinking ,problem solving and creative thinking.

4) Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

The college has planned various activities for development of student's Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others.Student's Emotional Intelligence increased though social work, visits special school, Rover Ranger program, tree plantation,educational trip, sports, and celebration of various days. Open course relates to holistic development it means skill such as critical thinking and negotiation are increased. Communication skills are enhanced through curricular,co-curricular and extracurricular activities. Diversities in school and curriculum exploreds emotional, critical and negotiation. Value added courses develops life skill and personality development which are very essential. Practical work of each and every course enables the students skills needed for becoming an effective teacher in a normal set-up and in an inclusive set-up. Basic research and dissertation develops critical thinking and negotiation. Perception, cognitive and action, communication skill develop through micro teaching, practice lesson. Responsive skill, initiation skill, instruction skill develops through debate, group discussion, cultural activities. Internship develops communication, observing, managerial, collaboration, interpersonal, adaptability, critical thinking, research analysis, receptiveness, and technical and teaching proficiency skills. Blood donation program, tree plantation enhances emotional intelligence.

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

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

Response:

B.Ed. and M.Ed. are professional courses relates to education.In the syllabus of both courses students are aware of development of different school system, Different boards, Educational Contributors. These courses give a broad perspective of various boards such as, Secondary School Certificate (SSC), Central Board of Secondary Education (CBSE).Indian Certificate of Secondary Education (ICSE). Students are familiarized with a comparative study of curriculum framework,syllabus & textbooks of various boards. Curriculum implementation and evaluation under different boards are considered for preparing assessment strategies tools and methods and techniques. The students are oriented about the difference between the working of each board, SSC,CBSE, ICSE. The objectives, curriculum, textbooks, evaluation pattern,methodology of each type of boards of school education is taught to the students.

There is Comparison of Teacher Education of India and U.K., U.S.A., Germany, China, Australia, Finland. Secondary and Higher Secondary Education in England, Finland, Japan. Assessment system and norms and standards are included in syllabus and there in assessment for learning features of State, National and International system of Education with references to different boards,different Educational Scholars, Western Schools of Philosophy,Global Perspectives of Secondary and Higher Secondary Education, evaluation process. Students are awares about the ancient education system such as Vedic, Muslim, Buddhist and Jain education.

Students understand the Global Perspectives of Secondary and Higher Secondary Education.Comparing and contrasting the Higher Secondary education in England, Scotland, France, USA, Australia, Japan, Russia, China. Country-wise and State-wise variations are familiarized in the diversities of school system and assessment patterns.Western vs Eastern thinkers, their perspectives, ideologies and approaches are included in the syllabus of Sociology, Philosophy, Psychology and Teacher Education to gain the student teachers to understand the foundations, functions and forms of different boards and function of International school system with indigenous practices. A cyclic approach is adopted to place student teachers in schools of different boards in different semesters. Student teacher enhances the abilities to understands the sources and Generation of knowledge, realize the interrelationship between knowledge, information and skills in the present social context; understand the dimensions of curriculum development,understand the social basis of framing curriculum,acquainted with the views of Indian thinkers on the social basis of framing curriculum,Comprehend the concept and relevance of multilingualism in the Indian context, get acquaintation with the activity based learning approaches, the concept and relevance of Language in Learning to become familiar with the strategies for developing

Language skills.

Through the practicals of SPPU Pune,DIET, MSCERT Pune for study of curriculum development process,students understand the functions of these organization and through the practical -Presentation of subject content in the form of a summary/explanatory note/precise writing/ diagrammatic presentation students understand what to present and how to present, how to compare and criticize. It improves critical thinking skills and encourages academic confidence. Support professional development opportunities.Teachers should effectively use and utilize the realities that come with living and working in a diverse school, community and country.So, in curriculum Student teacher enhances the qualities and techniques that can connect approaches to promote diversity.

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:

B.Ed. and M.Ed. courses follow the curriculum which is provided by SPPU Pune. Curriculum of these courses provide varied experiences to the Students.

To integrate the study of subject knowledge, Human Development, Pedagogical Knowledge and Communication Skill in student teachers give different experiences. Students experience the theoretical and practical knowledge. In theoretical knowledge different pedagogical courses are included, these pedagogy related to Blended Learning,Experiential Learning ,Problem Based Learning,Scenario Based Learning, System Approach in Teaching and in practical knowledge practical work,open course, field visits, School Visit, Student Presentation, Cooperative Learning ,Group Discussion ,Seminar ,Quiz. The curriculum promotes teaching methods such as Co-operative learning, Active learning, Collaborative learning, and Inductive teaching and learning: Inquiry-Based learning, Problem-Based learning, Project Based learning, discovery learning. Micro teaching, Practice lesson, Internship provides an opportunities for students.These pre -service trainings enhance professional experience.

Diversity in the classroom improves Social skills, Academic achievement, critical thinking, problem solving, increases confidence, diverse learning needs, support professional development opportunities.

Education system plays a vital role in the Economic Advancement of Nation.Entrepreneurship course is the primary developer of Human Resource, it is a training about the development of professional skills and qualities of the student teachers, so that students can gain knowledge and understand the ways in which the economy works. This evolves approaches to the development of Creativity, Decision making, Team working, Leadership and other individual skills. It identifies the role of the entrepreneur in the society and various requirements of self-employment. Different activities and program are implemented for making an ideal Entrepreneurs.

The practical of course BED-103 -Learning and Teaching enhances the qualities, construct and develop a Concept Map and Mind Map , Experiment on -Learning, Attention or Fatigue ,Develop an Annual Plan and Unit Plan, Plan and implementation of one lesson using Models of Teaching.

Course BED104- Assessment and Evaluation For Learning, Students understand the process of evaluation, develop the skill in preparing, administering and interpreting the achievement test, understand and use different techniques and tools of evaluation for learning, comprehend the process of assessment for learning, develop skills necessary to compute basic statistical measures to assess the learning.

Course BED201-Quality and Management of School Education develops managing skill, Understand the administrative set up of Government and function of supportive authorities.

Course -BED210 - Basics of Research enhances Identification of an educational problem, Formulation of various solutions and Selection of the most probable solution. Through the course Perspectives Research and Issues in Teacher Education-student understands issues and problems of Teacher Education, they develop insight regarding innovation in Teacher Education, professional development of Teacher Education and understand and conduct research in Teacher Education they aware of New Trends in Teacher Education.

Conference was organized on NEP 2020 by the Institution to understand its framework, to seek quality and to consider New Issues and Challenges in the field of education.

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: A. All 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](#)

01-08-2023 05:55:35

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 94.4

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: 89.06

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

2021-22	2020-21	2019-20	2018-19	2017-18
135	110	89	99	130

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](#)
Any other relevant information	[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: 0.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
03	00	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:

The assessment of the B.Ed and M.Ed Students is mandatorily done through CET program i.e. Common Entrance Test. The program is conducted by Maharashtra Government i.e State Common Entrance Test Cell, Maharashtra State (MAHCET). This common Entrance test is prepared scientifically to test the various Teaching Abilities, Attitude, Mental Ability, General Knowledge, Teacher Aptitude and Logical Ability of Budding Teachers. This exam is conducted through online mode and is conducted in Marathi and English Language. This test is of 50 marks and for English Medium Students Extra English paper they have to attempt. After passing the exams students are eligible for the Teacher education program that is B.Ed. Thus, before the admissions students learning needs are assessed. In this way, admission process is done for taking professional Education.

Our college takes special efforts to bring awareness among the graduating students regarding the Teacher Education Program. Our principal plans the schedule for bringing awareness to the students by visiting various colleges in the locality and telling them the importance of the teacher education program and noting the numbers of the students who are interested in taking the B.Ed course. After the B.Ed online registration is started we communicate with those students who have given their names for B.Ed. Our faculty members make utmost efforts to register names for entrance exams. Our college takes special efforts to help the students to fill online forms and guide them regarding CET. All the services regarding admission are provided free of cost. The College distinguishes the moderate students and progressed students at the time of admission. Our college's admission committee members investigated the talent level

on the behalf of previous education and accordingly classified them into moderate students and high-level learners.

In the starting of the academic year itself. We organize introductory sessions for the students. Where the students are asked to introduce themselves, their hobbies, their percentage, areas of interest etc. then the students are categorized according to their capabilities, learning needs and Students participate in the intellectual programs such as Quiz Competitions and various curricular activities. The students who are interested in sports are given the responsibility to organize and volunteer the Sports Day Competition. Students who are good in Music, Dance, Acting are asked to organize various cultural programs during the year. Students are asked to do Black-Board Writing on various occasions and make Rangoli whose drawing is good. In this way, Our Institution caters to the Learning Needs of the students at entry level.

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: 19.38

2.2.4.1 **Number of mentors in the Institution**

Response: 21

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:

For enhancing learning experiences of the students, the faculty members adopt many ways such as lecture method, interactive method, project and field work method, computer-assisted method, experiment method etc.Teaching and learning activities are made effective by these practices. Many teachers use the conventional black-board writing methods, especially in mathematics,science, where they teach mathematics and statistics as numerical solving. Also, some teachers use Power Point presentations and computer-based materials. We adoption Student centric methods which are as follows:

Experiential learning: We practice experiential learning as our B.Ed course is a skill-based course in which skills are enhanced within the student teachers. The maximum of our courses are based on experiential learning in which B.Ed courses - 108,109,110, 206,207,MED 310 which give an opportunity to the students to have experiential learning. Students have to complete all the course related practical courses which are based on experiential learning.

Participative learning: We use this technique in Subject content where students participate in seminars, during the internship program they organize curricular and extracurricular activities by this they participate in various programs. In the Basics of Research students participate in Seminars, Team teaching, Yoga sessions, Drama and Art, Entrepreneurship development and Social work etc. We promote the students to participate in Youth festivals and show their talent in various activities.

Problem Solving Methodologies: Students are asked to do observation of the students during internship programs and detect the student's problem and they solve it. During the internship program students work on educationally backwards students and teach them according to the subjects in which they are lacking behind.

Brainstorming Activities: During the theory lectures, the teacher gives some key words and hints regarding the teaching points and students are asked to elaborate it. In reading and reflecting and understanding self, students are given books to read and express their views on that book. In Maths content, students are given problems and asked to solve them.

Online Mode: During the pandemic, we have opted for an online mode of teaching to Zoom and Google meet. During the Period we have created a G-Suite account of our college and through that we take online classes for B.Ed. and M.Ed. students. Students also took their practice lesson and various types of lessons through online mode. During this period, faculties have given the study material, evaluate the practicals through Google classrooms.

Above mentioned practices are being adopted by our institution for students' overall development due to which their personality blossoms. We believe in student learning so we adapted students centered learning activities. The rationale behind all these activities is giving an opportunity to the student to express themselves to participate, to think, to analyze, to brainstorm and thus increase their horizon of experience to become a good teacher.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	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: 7.97

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	8	00	00	00

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link of LMS	[View Document](#)

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

Response: 100

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: 407

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](#)
Link of resources used	[View Document](#)

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

Response:

     Working in Teams: Mentoring the students is a team work in our institution . We divide the students in small groups and allot a teacher educator for mentoring. If at all the student confronts any problem they are discussed by the faculty within the group and solved. We all work in a team to solve students' problems irrespective of their subject and wherever needed. The teachers are provided with additional cabins in the college for establishing direct rapport with the needy students.

     Dealing with Student Diversity : We deal with student Diversity as our students come from various streams such as Arts, Science and Commerce. At the same time some students come from varied family backgrounds, caste, social and economical status. Students are having learning problems such as teaching in regional languages especially for science faculty students, adapting various teaching skills. Thus, every student has problems with respect to teaching, learning, family or personal issues. Their learning needs are different; they are solved by time to time mentoring. Through remedial teaching and personal guidance, the problems are solved. For PG and Research Scholars, faculty guide them regarding their research problem,reviews data collection and its analysis .

     Conduct of Self with colleagues and authorities: Our faculty's behavior with the colleague is very casual and social thus their behavior with authorities is according to decorum. We have a good culture and healthy relationship with colleagues .During the micro-teaching students share their problems of learning with their peers and communicate with group teacher.

     Balancing home and work stress: Balancing home and work stress is a very cumbersome job as many of the female teacher trainees are married and they have to cope up with a B.Ed hectic schedule and home. We give them some liberty by allotting them nearby schools for internship and practice teaching.Teacher trainees are given guidance regarding balancing the home and work stress through mentoring by mentors.

     Keeping Oneself Abreast with Recent Developments in Education and Life : In this pandemic teachers update their knowledge in online teaching with recent development in education by doing varied faculty development programs (FDPs), webinars , online seminars and workshops.. We organize Faculty & Staff Development programs and thus ensure continuous professional growth. Institute has a well-defined performance appraisal system.Faculty members have been provided with the Audio-Visual aids, the LCD projector, OHP etc through which learning is made effective & efficient. The college strives

to enhance the facilities and equipments so that the faculty does not face any difficulty in the performance of its assigned tasks. College has a strong system of self appraisal for students, faculty, non teaching staff as well as head of the institution which keeps them upgraded in education and life.

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: A. Any 5 or more of the above

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

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

Response:

        Co- operative Teaching- Learning Process- It is one of the educational approaches that aims to organize classroom activities into academic and social learning experiences where students learn in small groups. Teacher divides the class into small groups in a heterogeneous manner. Teacher uses various techniques of co- operative learning in the class like brainstorming, discussion, think, pair and buddy learning. Students are provided with small tasks. These tasks can be discussed on sub- topics or can be a question. Students also develop confidence, critical thinking, and life skills during learning in groups. Not

only theory but even practicum is executed through co- operative teaching- learning process.

Cultural Program - Cultural Program named **"Antarnaad"** is organized every year where students present their talent through various activities such as dance, dramas, singing, acting which also nurtures their creativity ,skill, innovations etc. This also enhances their social skills and life skills.

Online Teaching- Instead of teaching in class students learn at home through mobile learning and ask their doubts during online sessions and that is how they develop critical thinking skill, intellectual skills. To aid students in practicum, teachers give YouTube Channel links, model lesson executions, also share model lesson plans that students refer at home to prepare their lesson plans. The college has a mechanism of class observation, where the Principal observes teaching faculty's lectures and verifies if they have used an innovative method for teaching- learning process. College also has a Research Cell that enhances student's intellectual and thinking ability. Thus theory and practicum both nurtures in the students.

Creativity, innovations, intellectual and thinking skills, empathy and life skills- Reading Reflecting and Understanding Self, Story Telling, illustrating with examples are strategies that are implemented in the classroom for giving students hands-on experience of implementation of the innovative practices in the classroom. Few subjects are having Field visits, Revision Sessions, Remedial Sessions, University Paper Solving Sessions that are conducted to make learners develop intellectual skills. Every Year, our students pass the University Exam in Distinction.

During the internship program, students are encouraged to work in teams, which allow them to work in collaboration and coordination for classroom management, self-adaptation skills etc. In a changing scenario we are culminating the mindset and disposition of the behavioral component of the teacher.

Students are given freedom to choose topics for different lessons and given freedom to express the content in an innovative manner which improves decision making and confidence among students which is reflected in their learning, Life skills and values such as lifelong learning, leadership, team work, awareness and ethical thinking, digital literacy, research acumen with scientific thinking, empathy for connection with real life. They are involved in reading and reflecting on texts, role-playing, drama and art education, a critical understanding of ICT that enables self-adaptation skills and the application of new areas of knowledge to reflect on acquired talents for holistic development. Empathy develops through values-based activities which are mentioned in lesson notes and are practiced while teaching.

Language Across Curriculum (LAC): Implementing a combination of flipped learning, blended learning and experiential learning, students learn to develop a visual understanding of concepts such as multiculturalism. Where students are sensitive to the trilingual formula and committed for creating a project, demonstrating it and understanding of the Language Across Curriculum (LAC) approach. The reaction Itself triggers creativity, thinking skills and empathy for students for different cultures and languages.

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: B. Any 6 or 7 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: B. Any 6 or 7 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: A. All 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: B. Any 4 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:

Identification of Schools : The internship for the students are coordinated by Internship head. The internship work begins with identification of the schools for internship. Our college has made it obligatory for student teachers to go for internships to various schools in Nashik city. The Internship head send requests to schools regarding internships. After receiving acceptance of various schools, the schools are allotted to the students according to their accessibility. We divide all the students of every subject in each school. Sometimes it may not be possible to place them in the schools they prefer. In such cases they are asked to opt for another school.

Collaborative Planning for Internship: The Internship Head Along with incharge faculty

visits schools and acquaint the school heads with the internship programme. Their visit is crucial to ensure a smooth internship journey for student teachers. The Internship Head communicates the internship expectations from schools. The formats for observation of student teachers during internship are provided to the school head with a request to provide the needed professional support to the interns. The incharge faculty is present full time with the interns and look after the smooth functioning of the internship program and co-ordinate with the school and the interns.

Student Orientation: Students are given strict instructions by Internship head to be in uniform, be punctual and disciplined in their respective schools also provided general guidelines for attendance, observation of experienced teacher, peer feedback, classroom teaching and completion of internship related records and its rating scale. The doubts of the student teachers are also clarified during the orientation.

Role of Teachers of the institution: The Internship head provides the incharge faculty, a clear picture of how they are expected to support the experiential learning by student teachers during internship. Their roles with regard to the internship are well defined and procedures to assess the internship performance of the student teachers are developed. The number of observations by Interns are left to the discretion of the incharge faculty.

Streamlining Assessment Modes: Separate formats as per the curriculum of SPPU Pune for the observation of internship performance is given to Interns. Every school incharge faculty are provided with a set of observation and rating scales. They communicate the observation and rating scales for assessment of the activities during the internship program to the interns of their respective school. The Incharge faculty monitors and supervises all the activities done by the Interns during their internship program and prepares reports and PG students give seminar presentation on overall activities conducted.

Exposure to a variety of school setups: In our college, we made a practice of conducting practice teaching in various schools and every student gets an opportunity to take practice lessons in at least 4 to 5 types of schools. Apart from this we organize a visit to special schools for acquainting our students with differently abled students.This familiarizes students with the different kinds of school set ups and prepares them to meet the diversity during Internship.

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: 10.05

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

Response: 19

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	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
Wherever the documents are in regional language, provide English translated version	View Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Internship Monitoring Mechanism: There is effective integration of theory and practice of

lessons. The performance of the student teachers during internship is monitored by different persons on a regular basis. The observations of different persons are coordinated by the supervising teachers to arrive at a final conclusion about the quality of internship experiences of student teachers. The persons involved in the observation are teacher educators, school teachers, school head and peers. The student teachers record their self-evaluation in a prescribed format. They also maintain an observation book during Internship. Principal of the college gives spontaneous visit to every school to check whether the implementation of all the activities are going on smoothly or not.

Observation by Teacher Educators : The teacher educators observe the student teachers in the schools on a regular basis. Every observation is recorded in terms of motivation strategies, explanation of concepts, use of instructional aids, classroom management, classroom interactions, recapitulation and use of novel teaching strategies. The teacher educator note down students observation qualitatively and quantitatively in the lesson notes, observation sheets and checklist of various activities conducted during the internship. The teacher educator holds a meeting with the student teacher to give feedback immediately after the observation. The post observation meetings are very crucial to refine the teaching competencies of the student teachers.

Observations by School Teachers : The school teachers record their observations with regard to the planning of instruction, content delivery, use of teaching aids, classroom interactions, questioning skills, assessment methods, completion of assigned tasks, use of technology, co-operation, acceptance of criticism and demonstration of work habits of the students. The teacher educators and school teachers work together to provide constructive feedback to the student teachers. School teachers observe student teacher's lessons, guide them regarding the preparation of lesson plans. School teachers guide the student teachers regarding various responsibilities borne by them and share their experiences.The school teachers demonstrate teaching methods and assessment methods to the student teachers during the teaching practice. All these contribute to the experiential learning of the student teachers.

Observation by School Principal : The School Headmaster plays an vital role in the observation procedure. He makes an occasional visit to observe the student teacher and record their observations. He records subject knowledge, communication skill, adherence to school regulations, co-operation extended for all school activities and volunteerism of the student teachers. The school teachers and school headmasters make use of every opportunity to provide oral feedback to the student teachers on the work they have done.

Observation by Peers : The peers adds an additional source of information on student performance. The peers are encouraged to observe the classes of student teachers and provide suggestions for improvement. They are asked to record their observations in terms of motivation given, content delivery, use of teaching aids, blackboard usage, classroom interactions, questioning skills, use of appropriate examples and use of technology in their observation books. The comprehensive monitoring of different persons ensures a thorough analysis of student teacher's performance during internship.

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Any additional information	[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: A. All of the above

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

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

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

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)
Five filled in formats for each of the aspects claimed	[View Document](#)
Any other relevant information	[View Document](#)
Any additional Link	[View Document](#)

2.5 Teacher Profile and Quality

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

Response: 76.67

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
English translation of sanction letter if it is in regional language	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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

Response: 68.84

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

Response: 19

File Description	Document
Data as per Data Template	[View Document](#)
Certificates of Doctoral Degree (Ph.D) of the faculty	[View Document](#)
Any other relevant information	[View Document](#)

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

Response: 78.5

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

academic year

Response: 2041

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)
Any other relevant information	[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:

In our college, we conduct online / offline "Staff Academy" to acquaint the faculty with new trends in education. Our college faculties are very receptive to new changes in the education field. In the pandemic situation maximum of the faculty attended short term courses, refresher courses and webinars to upgrade them according to changing scenarios. In this pandemic year 2020-2021, we all prepared the Multiple Choice Questions for all the courses of B.Ed and M.Ed. As the mode of examination was changed from written examination to multiple choice examination. Our faculties are proficiently prepared all these multiple choice questions (MCQs).

The entire faculty members upgraded themselves from classroom teaching to online teaching through Zoom and Google meet. We took varied efforts to successfully conduct online lectures.

Our college also prepared a G-suite account for successful implementation of all online lectures. All the time tables are prepared in the Google calendar and all Google meetings are scheduled in this account and online lectures were conducted.

Faculty Development Programme : Our faculties attended 51 faculty development programmes since 2016.

Faculty's Professional Development : National Conferences organized by the college are as follows.

1) Year 2017-18 - Advanced Trends in ICT

2) Year-2018-19 -Digitization:Transforming India into a Knowledge Hub

3) Year-2022-23 -National Education policy-2020

Research Publications: Faculty members are encouraged to engage on small projects with students, attend conferences, workshops, seminars and present papers that have been accepted for publication in UGC-CARE listed journals.

1. Research publication in the journals

2. Ph.D degree awarded in the last 5 years : 26 research scholars and 5 faculties secured Ph.D degree.

3. Papers published in UGC notified ISSN /ISBN: 87 papers

4. Publication in proceeding volumes and Book chapters: 77

Faculty Development Programme: College has organized one FDP course on " ICT in Teaching Learning   from 11.03.2019 to 17.03.2019 under UGC HRDC Pune.

Board of Studies (BOS) : 3 faculties were BOS members of SPPU,Pune.and One is BOS Chairman

 From our college above 75 % of the faculty members are Paper Setters , Moderators and chairman of Various papers of SPPU Pune.

Resource Person : 2 of our Faculty Principal Dr. Chandrakant Borase and Dr. Kailas Khonde contributed as a resource person in various FDPs.

          Research center Activities : We have highly qualified and experienced faculties.They are expertised in research field also,and more than 95 % of faculties are Research guide. https://mvpcoednsk.com/index.php/mphil-phd-guides/. During the third cycle our research center was in a budding state so 10 Ph.D students passed. During the fourth cycle of NAAC assessment 26 research scholars obtained Ph.D degree and 19 students obtained M.Phil degree. At present 36 students were awarded Ph.D degrees and 60 Research scholars' research work is in progress. This is possible due to high vision and proficiency of our faculties professional contribution.

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional 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, Pune. The University decided the pattern of the Examination for B.Ed and M.Ed courses. According to that examination pattern is strictly adhered with respect to evaluation process regarding Continuous Internal Evaluation (CIE). The schedule of internal assessment is communicated to students in the beginning of the academic session through

orientation.

B.Ed I year :

BED101 to BED105: For continuous assessment three activities are conducted. The activities are Practical, Tutorial and Preliminary Exam. For BED106 & BED107 the activities are Practical and Preliminary Exam, For BED108 to BED112 the prescribed activities are compulsory as per syllabus..

B.Ed II year:

For Continuous Assessment, three activities are carried out for the Courses BED201 to BED204. Out of the three activities one activity is Practical work given under each course, one another compulsory activity is written examination and we selected Tutorial as an third activity. For the courses BED206 to BED212, the prescribed activities are compulsory as per syllabus..

M.Ed I year & II year:

Assessment consist of continuous assessment (CA): At the end of Semester (Term) Examination Our Institution have an equal weightage of 50% for theory courses i.e. MED101,MED102, MED103, MED104, MED201, MED202, MED203, MED204, MED301, MED303, MED305, MED306, MED308, MED309 ,MED401, MED404, MED405 and MED406. Assessment consist of Continuous Assessment having 100% weightage for practical courses i.e. MED205, MED206, MED310, MED311, MED312 and MED407. The concerned faculty do the continuous assessment. The Continuous Assessment is for 50% marks and that will be a continuous activity and at least two written tests (for 60-80% marks out of CA marks) are conducted.

Institution schedules for Internal Examination, Seating arrangements, Exam hall invigilators lists are displayed on notice board for every examination. Faculty prepares the question paper for the internal examination in the prescribed pattern based on Knowledge, understanding and application based questions. Scrutiny of the prepared question paper is carried out by HOD to ensure the quality of the Question paper. Our Institution monitors the attendance of the students for the examination. Internal Assessment is carried out within the stipulated time. After completion of the internal examination, the faculties evaluate the answer scripts. The faculty submits the mark sheets to the examination department and marks are displayed on the notice board. In the staff meetings review of results is conducted with result analysis and the remedial actions are discussed. Further improvements are carried after discussion with the faculties. The internal marks in consolidated form is displayed on the notice board and is communicated to the students. Every faculty upload marks in university web portal through their Board of Deans (BOD) login of SPPU, Pune . All the internal marks are moderated by the University moderation committee and the committee gives No Objection Certificate (NOC). This No Objection Certificate (NOC) is mandatory for submission of Internal marks in University.

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

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

      Our College has a separate Examination Department. Every year the examination department takes the orientation of the students regarding the internal evaluation. This orientation was organised by College Examination Officer (CEO) Dr. M.A.Bhadane and exam committee members. All detailed instructions regarding examinations are given to the students and all the doubts regarding the exams were solved by the Principal and examination department through offline and online mode. From time to time after evaluation of the papers, tutorial, and praticals, teachers discuss the students' performance and solve their problems physically and virtually through Google meet.

Mechanism to deal with examination related grievances:

Our mechanism to deal with examinations is transparent, timebound and efficient. There is complete transparency in the internal assessment. At the beginning of the academic year, each and every faculty members inform the students about the various components in the assessment process for their course.The internal assessment test schedules are prepared and communicated to the students well in advance. To ensure proper conduct of formative tests, two invigilators are assigned to each examination hall. Evaluation is done by the course handling faculty members within three days from the date of examination. The corrected answer scripts are randomly verified by HOD to ensure the standard evaluation process. The corrected answer sheets are distributed to the students for the verification and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the department notice board. For practical courses, the assessment is done by the respective faculty and the marks scored by the student indicated on the rating scale.

Redressal of grievances at Institute level: The continuous evaluation of students is carried out by faculty regarding theory lectures . If there is any query it is discussed with faculty and HOD. The institute appoints a Senior Supervisor for smooth conduct of examinations of Savtribai Phule Pune University Pune (SPPU). If students are facing any problems, they are solved by the institution Chief Examination Officer appointed by the university. The grievances during the conduction of online/offline/theory examinations are considered and discussed in consultation with the Principal and if necessary forwarded to the university by Examination Department.

Redressal of grievances at University level: The queries related to results, corrections in mark sheets, and other certificates issued by university are handled at the Savtribai Phule Pune University Pune (SPPU) examination section. After forwarding such queries through the college examination section, students are allowed to apply for rechecking, revaluation, recounting , photocopy of answer script and if necessary they can appeal by paying necessary processing fees to the Savtribai Phule Pune University Pune (SPPU) University.

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

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

Response:

In the beginning of the academic year the Academic Calendar for the examination is prepared and a tentative schedule of all the course related practicals, tutorials and preliminary examinations is prepared. In the starting of the academic year each faculty gives guidelines of internal work for M.Ed and B.Ed course. College examination officer takes almost care to abide by the schedule prepared.

B.Ed is a skill and performance based course so all these course workshops are priorly scheduled.For B.Ed courses such as BED108,109,110,207 the evaluation is done verbally in written form and through marks.The evaluation is done on spot by the faculty, by by the peer and by the students .Tutorials are taken for theory courses from BED 101 to BED107 and for BED 201 to BED 205 . For two tutorials, we prioritise questions for the tutorial of 25 marks for every course and display the questions as well as the scheduled dates of tutorial on notice board and on whatsapp group. These tutorials are conducted and faculties teaching that course supervise the tutorial, check the tutorial, submit the mark list to the examination department.

Preliminary exam is conducted after completion of the entire syllabus. Students are intimated about the examination and its schedule is communicated to the students. The question papers are set by the respective faculty as per the norms of SPPU, Pune. The answer sheets are evaluated by the respective faculty Answer sheets are given to the students and feedback is given regarding the answers, students are asked to check there answer sheets and if at all any doubt is there teachers clarify it and suggest the students about how to write effective answers marksheets are submitted to the examination department.

At the end of the academic year consolidated internal marks are displayed on the notice board. Students are given the consolidated view of their total internal marks. If any query, it is solved by the examination department. All these marks are sent to University through faculties personal login of BCUD SPPU, Pune. Internal marks of the students of B.Ed and M.Ed are evaluated by central evaluation committee of SPPU, Pune. After getting the NOC of the Central Evaluation committee, internal marks are accepted by examination cell SPPU, Pune. In this way our institution adheres to the academic calendar for internal evaluation.

At the end of every academic year in our staff meetings the results of the students are discussed and necessary actions are taken for betterment of the student. This procedure of internal evolution through the academic calendar is adopted by the M.Ed department also.

Our colleges have a research cell through which Ph.D and M.Phil admissions are given. For Ph.D students, proposal presentations are organized by the research cell. These proposal presentations are attended by all the faculty members and research scholars. The schedule of the presentation is communicated to the newly admitted Ph.D research scholar. After the presentation the experts and faculties give suggestions and they are adhered and then sent to the research recognition committee(RRC) for further approval. Before submission of the final Ph.D thesis, the college organizes pre-viva presentations and necessary suggestions are communicated.. All these practices are followed according to the norms of SPPU, Pune .

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

2.7 Student Performance and Learning Outcomes

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

Response:

Two years B.Ed program student teachers gain some learning outcomes.

Content competency: For mastering the content competency in teaching learning process all these content competencies are achieved through direct teaching, lecture, seminar, discussion, and practicals.

Teaching competency: All the teaching competencies such as micro teaching, integrated lessons, simulation lessons, innovative lessons, Internship program all these program learning outcomes are achieved through direct teaching, on spot evaluation by the faculty and peers.

Pedagogy:Various types of teaching methodologies are achieved through various methodology lectures where the faculties give detail information about various teaching methodology of that respective subject and all these learning outcomes are achieved through practicing these teaching methodologies in various types of lessons.

Professional skills: Professional skills of the teacher trainees such as public speaking, content knowledge, presentation skill, narration and explanation skill, preparing teaching aids, command over the language etc. All this program learning outcomes are achieved through direct teaching practices in front of peers and in practicing schools.

Professional ethics:. Professional ethics such as love ,inspiration, respect for the students, professionally help the parents for solving and guiding their wards, perceive proper balance as a person of character and set an example to others for intellectual honesty, morality ,loyalty, devotion, responsibility,towards the students and institution where he is serving.

Effective Citizen Ethics: We prepare teacher trainees to be effective citizens by imbibing different values such as morality , social service and accept responsibility for the society, to create leaders in all walks of life and thus be agents of change in the society by breaking the fetters of all social evils for the betterment of the people of our country and for a better world.

Effective Communication: Teacher training institutions boost confidence and promote abilities to communicate effectively. This program develops effective communication among the teacher training through practices implemented during the course such as internship program, understanding self, reading Reflecting, various types of curricular and co curricular activities organized. They are able to communicate

with the parents for the progress of the students.

COURSE LEARNING OUTCOMES (CLOs) :

Our College conducts B.Ed and M.Ed Courses. We had a prescribed curriculum affiliated with Savitribai Phule Pune University Pune. For the B.Ed Course we have 12 courses for each year. These courses are designed in such a way that it develops minimum knowledge regarding Childhood & Adolescence Understanding of Educational Technology, Language Across the School Curriculum Understanding Discipline and Pedagogy: Language, Social Science, Sciences, Mathematics, ICT Based Learning, Teaching & Assessment ,Knowledge & Curriculum Contemporary Education in India Techniques, Inclusive Education, Methods & Approaches of Pedagogy Understanding Self, Personality & Yoga, Inclusive Education, Educational Evaluation Guidance & Counseling, Environmental and sustainableDevelopment , Health & Physical Education etc.

All these course learning outcomes are developed through practicals and teaching and are Evaluated from time to time. And at the end university result depicts the Course Learning Outcome through the students' results..Our B.Ed and M.Ed Results are always above 95 % results which tells cent percent course learning outcomes.

After the completion of the course the maximum of the students are recruited in various schools, some students take admission for post graduation in education, if at all students are not in service they can be self employed by taking tuition at home. Thus we achieve course learning outcome.

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

2.7.2 Average pass percentage of students during the last five years

Response: 98.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
187	171	172	177	106

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

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

Response:

Micro teaching, simulation lessons:

In B.Ed teacher training program we train student teachers as trained teachers .In the starting of the academic year itself we test the performance of the students through micro teaching sessions where teacher trainees assessment is monitored qualitatively and quantitatively through their performance in teaching micro skills.The trainee teachers good qualities and negative attributes are noted down by the faculty on lesson notes while teacher training take their skills ..Students personal attributes are monitored through the rating scales of the lesson notes also. These rating scales are developed for every course.

In micro-teaching sessions teacher trainee's performance is recorded in transcripted form. After the suggestions given by the faculty and Peers. Teacher trainees overcome and correct the suggestions given to him or her and then reteach that skill. Again faculty and peers monitor the teacher trainees's performance. Faculty record both cognitive and professional attributes of the teacher trainee . Formal as well as verbal suggestions are given by the faculty and the Peers.

*Practice Lessons***:** In practice teaching schools faculty observe the teacher trainee's lesson within the class and note down his cognitive and professional attributes on the lesson notes.They evaluate teacher trainees performance quantitatively in terms of rating scale.

Internship: Internship program for B.Ed 1st year is for one month and for 2nd year is for 4 months. For M.Ed students the internship program is of one month. During this program students' cognitive attributes are recorded qualitatively and quantitatively in their lesson notes.

 Through the reports of their co curricular activities and extra curricular activities there professional attributes are recorded quantitatively through rating scales.

Course Related practicals: Teacher trainees professional attributes are recorded through the practicals such as Understanding of Self,Reading reflecting, Entrepreneurship, Social work, activities,Understanding

of ICT practicals, Understanding of research, Drama and Arts, Health and yoga.

M.Ed: For a M.Ed Optional course such as Personality development, research, guidance and counseling,etc. taken and all the courses are evaluated quantitatively through rating scales.

Progress in student performance on learning tasks is recorded in transcript form through various modes such as their lesson notes, their tutorials, practicals, preliminary examination their performance is assessed through their written documents and verbal feedback is also given by the faculty and their peer. The Learning tasks is recorded through student satisfaction survey, feedback forms for parents, employers survey, self appraisal. At the end of every academic year after declaration of the results before taking the mark sheets students are made mandatory to fill the feedback form and student satisfaction survey report to monitor the PLOs and CLOs for further improvements.

These feedback forms give a clear cut vision of students taking further education or using their knowledge and becoming professionally independent and getting employment.. After filling of the Student Satisfaction Report It is assessed by the Principal and communicated to respective faculties,teaching and non teaching Staff for further improvement.

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: 84.29

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

Response: 161

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
Link for additional 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 starting of the academic year itself students' introduction is taken by the faculty In this introduction students give their introduction about their educational qualification, family background, their hobbies and areas of interest. Activities are noted down by the respective faculties. The names of the students are communicated to respective department such as cultural, sports and other co-curricular activities. While organising various programs these students are considered and their help is taken to organise such activities. If the students have interest in dance, drama, elocution, rangoli making, drawing, mehendi, and singing, anchoring etc they are given opportunity while organizing any curricular or extracurricular activities. During the orientation students learning needs are assessed and then they reciprocate properly, their presentation skills, knowledge which is further empowered through varied activities. In last five academic years, following students learning problems were identified by our faculties.

2017-2018

Jejurkar Atul : This student has a special habit of asking some question doubts to each faculty. Each faculty guided him but he never followed instructions given by faculty. In this condition, Principal sir asked faculty to council this student. They tried to find problem of this student. Guided him, given confidence, given him assurance that they are with him and slowly positive changes are seen in this student. And, very happy to say in Hindi Day programme, he anchored the program successfully.

2018-2019

Pedhekar Rupali Shankar: Our faculty observed that in a week twice or thrice, she was absent for assembly. They personally discussed her Health issues .she was from rural area and daily she came by bus. She used to come to college without eating. Our faculties literally gave her tea, breakfast, lunch and dinner time table. And, slowly her problem was solved.

2020-2021

Bhusare Snehal Krushna : It was observed that she was lacking confidence. Micro Teaching Incharge was reported .Through discussion her confidence was enhanced. Snehal has shown outstanding

performance in Teaching

2021-2022

Kuvar Deepali -Our Faculty observed that she was having problems in writing. With discussion with Marathi Department expert she was mentored for handwriting rules and showed demonstration of good handwriting and after 1 month there was drastic improvement .She was also having speaking problem. Our faculty has done recording of her Micro Teaching skills and gave her feedback. Likewise she made corrections in pronunciations. In Simulation lessons, by followed the instructions given to her. Afterwards speak English with proper intonation and pronunciations.

Navnath Sarkate

Our faculty observed that Navnath was having hiccup problem .He was not able to talk properly because of which he hesitated to speak publically. His mentor acknowledged his problem and guided him personally. He improved a lot during the B.Ed. course. He gained confidence and now speaks fluently in public.

In this way, our faculties do assessment of students at entry level itself by identifying problems of students, reasons of occurring problems and take necessary action. And it is very happy to say that those mentioned students have shown outstanding performance

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	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:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 0.2

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

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

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.21	00	00	00	00

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Any additional information	[View Document](#)

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: C. Any 2 of the above

File Description	Document
Sanction letters of award of incentives	[View Document](#)
Documentary proof for each of the claims	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[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: C. Any 2 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](#)
Any additional information	[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: 4.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	28	26	13	19

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](#)
Any additional information	[View Document](#)
Link for additional information	[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: 2.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	5	2	36	5

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	[View Document](#)
Data as per Data Template	[View Document](#)
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: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	7	6	5

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: 79

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

2021-22	2020-21	2019-20	2018-19	2017-18
299	135	360	352	299

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)
Event-wise newspaper clippings / videos / photographs with captions and dates	[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: 79

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

2021-22	2020-21	2019-20	2018-19	2017-18
299	135	360	352	299

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:

Outreach programs sensitize the students towards their duties and responsibilities within the society and community. It also serves the citizenship training goal of education through the development of various skills like soft skills, leadership skills and team building skills. Most importantly, the aspiring teachers become aware, compassionate and benevolent citizens who believe in the larger good of society.

The outreach activities help the students to move closer to the vision and mission of nurturing teacher professionals with positive attitudes and values, who excel in teaching, learning and research and who can serve as catalysts to create just a caring society. The outreach work has been integrated within the timetable and runs throughout the year. The key idea behind this practice was to provide opportunities to student-teachers to engage with our partner organizations for longer durations to make a real difference.

Outreach activities are integral part of an institute which provides a link between the institute and the community. Extension cell has established with various social organizations and have conducted the outreach activities like street play, planting of trees, road safety program and a program on health and environment issues, women empowerment. As we make our students aware and sensitive to world issues, we educate them towards their societal responsibility to think beyond the narrow confines. Through community service, our students experience a sense of their personal capability and responsibility for improving the lobes of others. The outreach programs give full freedom and support to the students to initiate social service of their choice by leading awareness. Through community service, our students experience a sense of their personal capability and responsibility for improving the lives of others. Through these activities, students get benefited and they understand that how they can support a cause they care about, and address that problem or need that affects the community. And, the students can also inspire others to create a ripple effect of change. The community outreach aims to promote diversity and student development while enhancing as citizens and future leaders through meaningful service activities, education and personal development opportunities. These finally leads the students to the common good, and make the community a better place to live, work and play.

Outreach programs and community service helps to build relationship and social connection with the people and expose students to diversity and multi culturiasm.

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

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

Response: 2

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

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

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	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: 19.2

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

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

01-08-2023 05:55:37

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](#)

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: 20

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: 20

File Description	Document
Data as per Data Template	[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: D. Any 1 or 2 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](#)
Link for 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:

The institute has adequate facilities for teaching learning. Institute has eight large size full ventilated classrooms. Each classroom had sufficient lighting & air ventilation facilities. Institute has three special laboratories i.e. ICT laboratory, Language laboratory & Science laboratory. Each laboratory has sufficient equipment's & sufficient electrical nodes. Each classroom has LCD projector along with PC's. Institute has sufficient computing facilities for various programs offered. Institute has linked smart board with LCD projectors. Institute has appropriate computing facilities for the various programs offered. Wi-Fi always used for online teaching and online videos and audios for references.

Classrooms: Some classrooms are equipped with the required teaching audio-visual aids to supplement the teaching-learning process. Seminars, workshops, lecture sessions are also conducted in these rooms. Grade IV staff are given the responsibility to keep the classrooms clean as well as checking of fans

Computer Laboratory: - There are two computer laboratories in the college. One is for students and another is for faculty. The computer laboratory offers proficiency programs in information technology and english speaking. According to the B.Ed. curriculum ICT practical's are organized for students as per the time table. The college information and communication technology committee (ICTC) is responsible for maintenance and functioning the laboratories. The college information and communication technology committee (ICTC) is responsible for the maintenance of computers and smooth functioning of the network facilities in the college. They also look into the college website, up-gradation, biometric services, procurement of hardware and software and other items related to computers.

Different Laboratories -: Institute has developed and maintained 3 laboratories.

Science Laboratory- 40 % students are from science branch .For teaching -learning science laboratory is required. Every student took demonstration method by using experiment . Physics, chemistry, and biology experiments are practiced, there are equipments, chemicals, beakers and all sets of equipments are sequentially arranged .Science rollup boards were prepared as per text from 5th to 10th class.

Language Laboratory- Institute has language lab with adequate number of facilities. Lab has a audio and mike system, head phones and useful softwares. Language lab is useful for phonetics and pronunciations.

Psychology Laboratory: It is maintained by the psychology department. The lab is used as a part of the undergraduate program. Psychology lab has eighteen standardized psychology test.

Sports Department (Indoor and Outdoor):- The college has a standard play ground where outdoor sports activities are held. The college also has an indoor stadium for badminton, chess, etc. The sports committee of the college is in-charge of the sports department and equipment. The in-charge supervises the grounds-men and grade IV staff assigned for maintenance and repair works.

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: 81.82

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

Response: 09

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

Response: 11

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: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
19.66	12.89	20.60	14.24	1.00

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

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:

 Library:

Learning management system that lets you create e-learning from scratch or from your existing training materials. Manage users and the courses they have access too. Track uses as they work through your training and provide a report on their engagement. A learning management system is a digital learning environment, that manages all aspects of institute various training efforts. It also manages user information for personalised delivery included there user profile, job functions and preferences .

The purpose of LMS is to host and track e-learning. A LMS gives a company virtual HUB where e learners can access training recourses and its intention is to make training accessible for remote learners,while providing a central location for training across and organization.

 A library management system is used to maintain library records. It track the records of the number of books in the Library. How many books are issued or how many books have been returned or renewed or late fine charges, etc. The task of managing library is not easy. Librarians looks after thousands of books and manage the catalogue .They also ensured that the needs of all readers are meet on time. They work with different stakeholders i.e.students, academicians are others library staff to ensure everyone gets what they need.

With the help of   library management software, librarians can improve their efficiency cater to different stakeholders hassle-free.

Institute has adopted automation of library using Library Management Software. Institute has e-campus, automation version 2.5.1.3. It has main 7 modules. Out of 7 library management module is for automation of library going on. Library management module includes 11 sub modules i.e. book masters, circulation member, subscription, periodicals, stock verification, book-self, book-recommendation, reading hall, report & search.

In book master there is records of newly purchased books. In circulation module there is functions of issue, returns, reviews, lost missing, withdraw, write-off, etc. In stock verification module there is 4 sub modules i.e. book information, book stock status, verify stock and pending stock verify.

 In report module, there is generation reports i.e. preparing I-card, preparing bar-code, etc. In search

module, includes OPAC, using OPAC a library servant can search the required books. According to author subject, and department, types of books, language, & issues.

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:

Institute has study centre of Yashvantrao Chavan Maharashtra Open University,Nashik .The YCMOU run various courses in distance mode,i.e. B.Ed., D.S.M., M.A.(Education) etc. Some students were from remote areas.Institute provides them learning material through online mode like practical work, tutorials etc.Institute has library software Inflibnet,By using Inflibnet, institute provides online resourses like shodhganga, e-journals,e-shodh shindhu, databases,e-books.Most of the students regularly uses e-recourses.YCMOU regularly provides us some learning textual materials and online videos and audios for references. Centre co-ordinator provides these material to students regularly.

Institute has a Ph.D. research centre of SPPU, Pune.Some research fellows are from remote areas. They uses online research sourses like , e- shodhganga, e-journals ,e-shodh shindhu, databases etc. Most of the students regularly uses online recourses. Online recourses generally useful for searching reviews of researches.

File Description	Document
Details of users and details of visits/downloads	[View Document](#)

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

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

Response: A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	[View Document](#)
E-copy of the letter of subscription /member ship in the name of institution	[View Document](#)
Data as per Data template	[View Document](#)
Any additional information	[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: 0.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.089	0.070	0.049	0.25	0.10

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

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

Response: 0.23

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: 20

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: 20

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: 20

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: 20

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: 20

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: B. Any 3 of the above

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

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

ICT facilities including Wi-Fi:

Institute updates its ICT facilities including Wi-Fi. Institute has a separate specious fully air-ventilated,air-conditioned computer laboratories. In computer laboratory there are 75 new computer systems.Each system has a fully internet facilities with 200 mbps data speed.Institute has Wi-Fi facilities in office area, library & principals cabin. Wi-Fi connection is regularly updated time to time. In classroom for online expert visits, audio and video references are possible due to Wi-Fi connection. In pandemic period colleges were closed, at that time online teaching mode was adopted. Institute has earned google suite facility in which all lectures were communicated through google meet. College was prepared google meet time table for online teaching. All activities in syllabus i. e. practice teaching, internship practice were completed through Wi-Fi. Using ICT laboratory, students were submitted there practicals in the form of soft copy. Using google class room, other activities in syllabus were completed through google meet. Teachers were evaluated online internal assessment of every student. For internal assessment work was classified in three categories i. e. tutorials, practicals and preliminary examinations. For fast students' communication, we have made whatsApp groups for each class. All instructions and learning material were send through whatsApp. In Covid period MCQ question banks were prepared by our institute for each and every course of B.Ed and M.Ed. University were taken online examinations by using MCQs question papers.

Due to Wi-Fi facility there are many advantages in teaching learning process. i.e. cost effectiveness and affordable education, easy sharing knowledge, helps distance learners, used in virtual class rooms, used for spread awareness for combating poverty and helped in digitalised texts. Wi-Fi also provides mobility, connection to Internet, flexibility of LAN, ensures connectivity. It allows places that are remote to benefit from connectivity and low cost high benefit. This mode of wireless technology connected with the help of routers and the adapters, hot spots are connected through Wi-Fi.

In ICT lab variety of facilities are available i.e. scanner, xerox machine,LCD projector, smart boards etc.proper use of online learning can improve the quality of educational recourses while also allowing educators to prepare lessons and letting students broaden their scope of learning .It lets educators analyse the students individual needs and tailor lessons to match them accordingly.

A substantial benefit of using the internet for education is tomake lesson accessible. Even in remote and rural areas where girls often faces educational inequalities. Several online learning platforms have emerged to bridge the gap between students and resources constraints. These platforms even facilitate sharing of course material from one country to students in other country.

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

4.3.2 Student – Computer ratio for last completed academic year

Response: 4.07

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: 200

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

Response: 200

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](#)

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](#)
Link to the e-content developed by the faculty of the institution	[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: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
19.66	12.89	20.60	14.24	1.00

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](#)

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:

Physical facilities: The college infrastructure committee headed by the principal looks after the development, maintenance and utilization of the college physical facilities.. For maintenance of a clean campus environment, grade IV staff is assigned to various jobs and duties i.e. cleaning of all rooms, corridors, toilets, compound, etc on a regular basis. Skilled workers are hired for repair works relating to buildings, furniture, etc. In social work at the month ending day under the guidance of teaching faculty, they clean the classrooms and corridors after office hours.

 Computer Laboratory: There are two computer laboratories in the college. One is for students and another is for faculty. The computer laboratory offers proficiency programs in information technology and english speaking. According to the B.Ed. curriculum ICT practicals are organized for students as per the time table. The college information and communication technology committee (ICTC) is responsible for maintenance and functioning of the labs. The college information and communication technology committee (ICTC) is responsible for the maintenance of computers and smooth functioning of the network facilities in the college.They also look into the college website, up-gradation, biometric services, procurement of hardware and software and other items related to computers.

Psychology Laboratory: It is maintained by the psychology department. The lab is used as part of the undergraduate program.

Library: The Llbrary advisory committee with the Principal as the chairperson and librarian as member secretary along with two senior faculties. The committee members tackle all the issues relating to the smooth and efficient functioning of the library. At the time of admission, students are issued library numbers which will be valid till their final year. Internet facility is provided in the library and students can access the facility for availing e-resources and other web based information. The library is under cctv surveillance.

Sports Department (Indoor and Outdoor): The college has a standard play ground where outdoor sports activities were held. The college also has an indoor stadium for badminton, chess, etc. The sports

committee of the college is in-charge of the sports department and equipment. The in-charge supervises the ground and grade IV staff assigned for maintenance and repair works.

Classrooms: Some classrooms are equipped with the required teaching audio visual aids to supplement the teaching-learning process. Seminars, workshops, lecture sessions are also conducted in these rooms. Grade IV staff are given the responsibility to keep the classrooms clean as well as checking the fans, teaching aids etc in the classroom are done regularly.

Seminar Hall: Seminars, workshops, lecture sessions are also conducted in these rooms. Grade IV staff are given the responsibility to keep the classrooms clean as well as checking of fans, teaching aids etc in the classroom are done regularly.

Water Purifier: Smart water purifier for safe drinking water is available in the college campus for everyone at each floor. Smart water Purifier is clean regularly.

Sanitation- On every floor urinal, ladies room and sanitation facilities are available.

File Description	Document
Appropriate link(s) on the institutional website	[View Document](#)
Link for additional inflrmation	[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](#)

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: A. All of the above

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

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

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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](#)

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 19.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
44	27	28	24	33

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: 64.17

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

Response: 100

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

Response: 00

5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.

Response: 20

File Description	Document
Upload any additional information	[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: 12.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	33	09	09	15

File Description	Document
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)
Paste link for additional information	[View Document](#)

5.3 Student Participation and Activities

5.3.1 Student council is active and plays a proactive role in the institutional functioning

Response:

The Student Council is the representative body of the students. The Institute provides a platform for the active participation of the students in the various academic & administrative bodies including various activities. This inspires the students in achieving leadership qualities, rules, regulations and execution skills. The Council makes the students participation in the development of the institute as well as in the

process of developing their personality and career through interactive programs with the faculty, administration and society. The goal of the student council is to provide a common platform to students for co-curricular and extracurricular activities. The council is responsible to look after for all the major technical, cultural, literary and sports activities organized in the college premises.

All the sports activities are carried out successfully with the help of the students. They help to arrange the inter-class sports events such as cricket, volleyball, chess, carrom, tennis, badminton etc. They also encourage and help students for participation in inter-college sports competitions.

Students help to organize the inter-class co-curricular activities such as essay-writing, elocution, poster-making competitions etc. All the representatives of Student Council actively participate in other extension activities of the Institution such as Rover Ranger, Social Service, Swachhata Abhiyan. They help to organize rallies, visits to Internship Schools, School for differently-able children, cleaning college campus etc. Cultural committee organizes cultural programs of students, students help for the successful organization of the cultural programs.

Student Development Department organizes various activities every academic year. For this purpose, various proposals such as Earn and Learn, Nirbhay Kanya Abhiyan, Bhasha Vishayak karyashala and various developmental activities reports are sent to Savitribai Phule Pune University, Pune. For developing soft skills of various students, the student council helps a lot.

In this way student council plays a vital role in the institutional functioning. Automatically, students get an opportunity to develop leadership by organizing and carrying out institutional activities and service projects. Students share their ideas, interests and concerns with the institution wide community.

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

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

Response: 11.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	00	13	13	13

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	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:

Alumni Association registration process is in progress.

The Alumni gives support to the students through interaction, financial funding, moral support, guidance and placement. The mission of the Alumni Association is to foster a mutually beneficial relationship between the Institute and its Alumni. Every year Alumni meet is arranged whenever necessary. Alumni Association gives funds such as books,water coolers,fans,music system etc.. They also delivers a lecture for career guidance to B.Ed. students. They guide regarding interview technique. Their intension and expectation are all round development of students.

Alumni Association supports for the college development. Members suggest new ideas, innovations for improvement in teaching. For the improvement in Administration, Members give ideas, regarding implementation of activities. They also help in solving grievances of students.

Alumni Engagement:

The Institute has Alumni Association having strong bond between Alumni and present students. The Alumni gives support to the present students through interaction, moral support, financial funding, guidance and placement. The mission of the Alumni Association is to foster a mutually beneficial relationship between the Institute and its Alumni. Every year Alumni meet is organized whenever necessary.

Objectives of the Alumni Association:

- To provide and disseminate information regarding their graduates, faculties and students to the Alumni.
- To initiate and develop programs for the benefit of the Alumni.
- To assisting and supporting the efforts of the Institution in obtaining funds for development.
- To serve as a forum through which Alumni may support and advance the pursuit of Academic excellence at the Institution.

File Description	Document
Upload any additional information	[View Document](#)
Details of office bearers and members of alumni association	[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: B. Any 4 or 5 of the above

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

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

Response: 3

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

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

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

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

Response:

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

1. Motivating the freshly enrolled students – Provides new candidates for admissions.
2. Involvement in the in-house curriculum development – Help for making objectives and syllabus of open course.
3. Organization of various activities other than class room activities – Field visits, practice lessons.
4. Support to Curriculum Delivery – M.Ed. Alumni has given Online or Regular classroom lectures of MED-308- Inferential Statistics Subject to freshers.
5. Student Mentoring – M.Ed. Alumni provides books, notes, written materials and teaching aids to needy freshers.
6. Financial Contribution – M.Ed. Alumni have given bushes, plants for decoration of campus area.
7. Placement Advice and Support – M.Ed. alumni gives chance to freshers for the placement as a teacher in their own institution.

Yes, Alumni Association acts as a support system to the institution in motivating students. Members of Alumni motivates students for a good professional job. They guide for Career Guidance. Members of Alumni guides teachers for professional growth.

They organize lecture series for career development. In it, they explain new opportunities and jobs to students. Students as well as teachers are asked to take Higher Education. Members of Alumni guide for interview technique. M.Ed. alumni has given Online or Regular classroom lectures of MED -308 - Inferential Statistics Subject to freshers.

Alumni had help for making objectives and syllabus of open course like **Personality Development.** Alumni helps in organization of various activities other than class room activities like field visits, practice lessons, college trip planning.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision-

Ours is an aspiring Institution dedicated to prepare globally competent, performance oriented and committed teacher community by providing excellence in knowledge, skills and research.

Mission –

- To avail academic and practical training for teacher trainees.
- To develop quest for knowledge and excellence among the teacher trainees through the efforts of institution and stake holders.
- To develop teaching skills, life skills and undertake activities for community orientation.
- To assist teacher trainees to be mentally as well as culturally united by inculcating national values.
- To enhance them to be independent and globally competent through effective teaching learning and research activity.

In tune with the vision and mission discussed above, the college basically aims at preparing competent teachers for 21st century. The College focusses on imparting quality teacher training to develop globally essential skills and competencies through which their personal, professional, emotional, spiritual and social development can take place. Developing such skills and competencies are very much important to meet the changing social and educational challenges. The College tries its level best to create the performance oriented and committed teacher community by providing excellence in knowledge, skills and research. This is achieved by providing the students proper exposure through various curricular and co-curricular activities. To strengthen all the three areas in the mission they get essential training in the College through orientation programme, micro teaching and other types of lessons, different modes of transformation in the class, various in-house competitions including sports and internship programme. The efficient leadership, participation of all the faculty members and students help in achieving the vision and mission of the institution successfully. Under the able guidance of the Principal all the departments in the College work efficiently. It is reflected in sensitizing the students about learning beyond the syllabus, creating environment friendly campus, creating spiritual base through Yoga and developing entrepreneurial skills. Spirituality, yoga are very important aspects for today's hectic life which are developed as well as skills for becoming entrepreneur are also introduced.

Only exception to this is Covid-19 pandemic era in which the College engaged on line teaching learning sessions with proper timetable and monitoring by the Principal. The practical session regarding Micro teaching and other lessons were also conducted on line. The students were provided with the MCQs for various courses. Exams were also conducted online. In a way, preparing techno savvy teachers helped us to be at par with technological demands of school and college as well as pandemic demands. Vision and mission are reflected through all the curricular, co-curricular and extra-curricular activities

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

6.1.2 Institution practices decentralization and participative management

Response:

Decentralization is very important for any institute to function well. It is done in such a way to involve all the members and make everyone feel responsible and important.

Decentralization automatically involves participation of all the members in the overall functioning of the College that makes everyone feel responsible. There are various departments in the College for its smooth functioning. These are the part of its organizational structure. All these departments include a head and some faculty members. They work according to the specific objectives to accomplish the vision, mission and goals of the college. Distribution of work done in such a way shows that the College has followed decentralization and participative management.

Participative Management: In this participative management, the College Development Committee and the IQAC play vital role. IQAC initiates the planning and all the activities. (The organizational structure is uploaded for the reference.)

Administrative and Academic Decentralization:

The Principal plays an important role in planning all the activities by forming departments, providing necessary guidance to the departments to excel in their tasks, getting feedback, monitoring the progress and evaluating the success of all the activities. The staff meetings are engaged from time to time to discuss the timely issues, suggestions from the faculty members are welcomed and the final decisions are taken.

HODs, teaching, non-teaching staff, students, all work efficiently. They plan, implement and evaluate different programmes with the help of principal. It also has another remarkable feature that the democratic participation is taken at every level in the College i.e. academic, administrative and evaluative level. Various departments include IQAC, Exam department, Cultural Cell, Grievance Redressal Cell, Alumni Association, Sports and Research Cell etc. All the departments have proper coordination among themselves while implementing various programmes. Every committee or department has the in charge and co members. The Principal guides them for organizing the activities. The in charge chalks out the plan, prepares notice, prepares the students for the activity and then the activity is implemented.

 It is important to note that in the academic year 2020-2021, due to Covid-19 pandemic, the College engaged on line meetings and some activities like micro teaching, internship activities and teaching sessions which was the need of the hour.

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:

Here are three dimensions of the administration of the MVP institute. Transparency is one of them. The functioning of following matters will reveal how transparency is maintained in overall working of the College.

Financial Aspect – Major expenditure proposals are put forth before the College Development Committee for discussion and decision making. They are budgeted after the discussion and approved by the Governing Body. The major expenditure is done accordingly.

The college uses the Tally software for Finance and account works. The College conducts internal and external financial audits every year. The College accounts are maintained regularly. The details of income and expenditure are subject to internal auditing. The audit is done twice in a year. Both internal and annual audit is done by CA R.S. Baste and Company, Nashik.

Academic Aspect - It consists teaching learning, practicals, various course related activities and evaluation. Teaching learning process is an important pillar of the education system. Therefore, this college has always tried to impart curriculum effectively. For proper curriculum delivery, a very good teaching-learning process is implemented by the College with proper planning and having the best contribution of the learned faculty. The teaching process follows the academic calendar that is prepared in the beginning of the academic year. These academic activities are executed by proper planning and timetable. Classroom teaching is done with the help of different modes of operation. Planning and timetable differ from time to time as per the requirement. The teaching-learning process is enriched with Multimedia teaching aids and ICT supplements. There are smart classrooms also that brings proper impact of effective teaching learning.

Various modes of operations such as discussion, workshop, seminar, brain storming, role playing, debate, computer assisted learning etc. are used for teaching. The students are given various activities e.g. tutorials, assignments, PPT presentations, Poster Presentations, Group Discussion and various course related practicals. These activities contribute to self learning and skill development of the students. Some Courses are totally practical oriented. In addition to this the students have to complete internship programme every year. They learn many practical aspects of the B.Ed. Course in this internship programme.

Administrative Aspect - It includes IQAC activities, admission, scholarships, attendance, salary and other financial transactions, examinations, results, etc. which are monitored by periodic meetings and feedback. The fee structure, admission process and other aspects are adhered to the norms and guidelines of

Maharashtra Govt, NCTE and SPPU, Pune. The College administration process is governed by MIS. The duties and responsibilities are generated through MIS at Institutional level and the Colleges works accordingly. The college has internet facility for the supervision.

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

The institutional strategic plan is effectively developed by following its vision and mission which aims at developing performance oriented and committed teacher community and then it is properly deployed. The institutional strategic planning starts with the academic calendar. This strategic planning works out with the help of various departments in the College those include IQAC, exam department, Cultural Cell, Grievance Redressal Cell, Alumni Association, Sports and Research Cell etc. All these departments are provided clear directions for execution of planned programmes and are got done with fast speed. The principle calls the staff meetings and discusses various strategies and guides the heads of respective cells to plan the activities for proper deployment. It includes teaching learning, practicals, exams, internship programme, evaluation and other co-curricular, extra-curricular activities.

The following activity will make it clear in what way the strategy was used for proper deployment. This activity is implemented every year in the same way. Therefore, only one

Activity is described here as an example.

Title of the activity: Internship Programme

Internship Programme is an integral part of the B. ED. Course. Every year the Internship Programme is carried out for the students. It is compulsory for I and II year B.Ed. students. Only the duration of this programme varies for both the years. There are 14 schools in which the students are sent for Internship Programme. The students full time stay in the schools. They learn many things which are required for budding teachers. This Internship Programme includes conducting block teaching lessons, study of various school sections like administrative office, computer lab etc., participating in day to day school activities right from the assembly, arrangement of different competitions etc.

Strategy:

In the academic year 2021-2022, the Principal guided the faculty members about the internship programme

by conducting meetings.

The planning was done by the head of the internship programme and imparted guidelines to the whole staff. The student-teachers were oriented for various lessons to be taken, activities to be planned and conducted and other co-curricular and extracurricular activities in the internship.

Deployment:

The students were divided in various groups and sent to different schools. Each group had one faculty under whose guidance the group worked as per the stipulated time allotted in the syllabus. Necessary guidance was provided to the students as and when required. The B.Ed. students conducted various co-curricular and extra-curricular activities in the school. The programme consisted of many competitions like essay writing, drawing, oratory, singing, dance, rangoli, handwriting, sports and games etc. and celebration of various days. The B.Ed. students also helped the teachers in the school in their daily tasks. They also got information about different infrastructural facilities, administrative office, computer room, library etc. Also they participated in the school assembly. They also conducted activities like social service, tree plantation and yoga in the school. It was mandatory for them to conduct block teaching lessons, practice lessons and lesson observation of experienced teachers in the school. The entire internship programme was completed successfully.

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

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

Response:

For effective management, the College has an elaborative organizational structure to ensure efficient governance and management through effective decision making. The main bodies that have been formed, formulate and execute policies and strategic plans based on the vision and mission of the College.

Administrative setup:

The organizational structure includes the Mother Institute as a governing body which works through College Development Committee. The Principal is the head of the College under whose guidance, overall academic and administrative work is done in the light of IQAC. There are different statutory bodies in the College under IQAC viz. exam department, Cultural Cell, Grievance Redressal Cell, Alumni Association,

Sports Cell, Research Committee etc.

Admission process:

The admission for the B.Ed. course is given as per the norms, rules formulated by NCTE, CET Cell, State Government of Maharashtra and Savitribai Phule Pune University. For keeping the equity in admission procedure, the reservation policy of the Government is followed by the regulatory bodies. The lists of selected students are sent by the regulatory bodies that are displayed on the notice board of the institution and on the websites of the regulatory bodies. The admissions are given purely on merit basis.

The entire admission procedure is online and so it is very much convenient for the students till they are admitted in the College. This process is properly managed by distributing the teaching and non-teaching staff in two separate committees i.e. online committee and offline committee which are directed by the Core Committee of the senior faculty members. The whole process is executed under the Principal's guidance.

In this way,the transparency in admission process is always maintained. The college orients the students studying in UG, PG courses of various colleges in the district. The college provides various facilities and guidance to the students for filling online application forms with free of cost, also registration, CET examination guidance to aspirant students etc. are given by the teaching faculty. Free guidance is also provided for the CET exams.

Examination cell:

The examination cell of the college is very efficient. It also does all the evaluation process with help of faculty members and therefore the results are consistently very good. The students are given oral as well as written feedback after completing each course related practical, tutorials and lessons. Students are expected to improve their performance by considering the given suggestions. Through evaluation process the faculty identifies the strengths and weaknesses of the students and they are given guidance accordingly. Various faculties contribute at Univ. level as paper setters, chair persons, examiners and moderators for different subjects.

Research Centre:

The College has a Research Centre and total 75% faculty members are Ph.D. guides of SPPU, Pune. Many students are pursuing Ph.D. under their able guidance.

Cultural Cell:

Various cultural programmes and extra-curricular activities are arranged in the College for the students.

Service and appointment rules:

The college follows the service and appointment rules as per the NCTE norms, UGC, SPPU, Pune and the Mother Institute.

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 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
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Proper distribution of the work and effective monitoring is done by forming various bodies or committees for overall development of the College. The decisions are based on the discussions in the regular staff meetings. The minutes of the meetings are maintained for the reference.

There are various departments in the College those include IQAC, exam department, Cultural Cell, Grievance Redressal Cell, Alumni Association, Lesson department, Sports and Research Cell etc. All these departments are provided guidance and counselling for execution. The principal calls the staff meetings and discusses various strategies and guides the heads of respective cells to plan the activities.

Lessons are called as the soul of the B.Ed. course as it is the teacher training programme. Therefore, the students are given proper guidance and demonstration of each type of lesson. There are many types of

lessons in the course. The number and type of lessons vary for both the years. There is also a separate lesson department for practice lessons. The head of the department arranges practice lessons of all the students in different school. For this proper timetable is prepared and the faculty members are sent to different schools for lesson observation.

Various types of lessons in the Course BED-109, for the I year, were conducted in the Microteaching groups. Staff meeting was called for this and the heads were guided to plan and prepare time table for the same. The time table was prepared and the notice was circulated along with it to give guidelines to implement this programme. Some faculty members were allotted the responsibility to impart overall theoretical and practical knowledge about the lessons of different models of teaching by lecture and demonstration of the same. The students understood the concept, theory and the demo of them, also discussed their queries with their guide teachers. They prepared the lesson notes, obtained proper guidance and conducted the lessons. They also conducted technology based and team-teaching lessons along with these lessons as a part of the Course BED-109.

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:

There are different welfare measures implemented for the teaching and non-teaching staff by the Mother Institute. The teaching and non-teaching staff is benefitted because of these welfare measures.

The management has initiated different welfare measures for the teaching and non-teaching staff. They are as follows:

Welfare measures for Teaching and Non-Teaching Staff –

1. Employee's welfare Fund: Teaching and non-teaching staff is benefitted by this.

Rs.150 are deducted from the teaching staff salary and Rs.100 are deducted from the non-teaching staff salary. This amount is sent to the Mother Institute. Through this collected fund, each employee is benefitted by Rs. 30,000 and one metal coin. This is given after retirement in a felicitation programme on the occasion of 19th August i.e. a Samaj Din celebration at the Mother Institute level.

2. Group Insurance: Nominal amount for the Insurance against LIC is cut from the staff's salary. The employees get benefit of this LIC after their retirement.

3. Medical Check Up: Medical checkup facility for every employee is available in the Medical College of MVP institute every year. It is mandatary for every employee to get the free medical checkup done every year after the age of forty. This facility is available under Employee's welfare Fund.

4. Nashik District College Teacher's Cooperative Society: Loan facility is available at very low rate of interest (7%) for the employees. The facility of exemption from repayment of the loan up to Rs. Five lacs is given if any employee passes away.

5. MVP's Sevak Sahakari Society: Loan is available facility at very low rate of interest (7%) for the employees. The facility of exemption from repayment of the loan up to Rs. Five lacs is given if any employee passes away.

 The teaching staff gets the loan up to Rs. 50 lacs (of both the above societies) within one day with a very easy procedure. The non-teaching staff gets the loan in proportionate to their salary.

The facility of exemption from repayment of the loan of the whole amount was given by both the societies to the families in which the calamity took place in the Covid-19 period. Thus, a few employees' families were benefitted as per the welfare decisions taken in by both the societies 2020-2021. It is indeed a very remarkable feature of these co-operative societies.

 Felicitation of the retired employee is done by both the societies in their annual general meeting.

6. Felicitation of wards: Felicitation of 10th and 12th Std. merit holder wards of staff members is done by both the societies i.e. Nashik District College Teacher's Cooperative Society and MVP's Sevak Sahakari Society.

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

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

Response: 0

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

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

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: 3

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	2	1

File Description	Document
List of participants of each programme	[View Document](#)
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)
Any additional information	[View Document](#)

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

Response: 37.68

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	11	15	22	3

01-08-2023 05:55:38

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

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

Response:

Importance of performance appraisal process:

A performance appraisal system is an integral part of any Institute. Periodical Performance appraisal of the employees is very essential for individual, the institute, the society and for the national development that helps to inculcate quality consciousness. This performance appraisal process is related to the present, past and future.

Advantages of performance appraisal process:

1. With the help of performance appraisal the faculty or any staff member can understand about his or her own performance throughout the year.

2. It provides an overall idea of the performance of an individual faculty.

3. This is helpful for assessment of the knowledge, skills and capabilities of the staff through their contribution throughout the year.

4. It is beneficial for the staff to understand their contribution in their field and where they can improve.

5. It provides proper direction to the quality enhancement of the institution.

6. This process assists oneself for self-assessment and comparison with the self.

Procedure of performance appraisal system:

Our College uses a detailed proforma for performance appraisal to judge the performance of the teaching and non-teaching staff which is generated by the Mother Institute. They are filled in by each of the teaching and non-teaching staff and those are checked by the heads of the Department. Then they are finally assessed and remarked by the Principal and ends with the confidential report by the Principal. This Assessment Report which is filled in annually has various parameters.

Parameters of performance appraisal system:

There are three parts in each proforma of performance appraisal of the teaching and non-teaching staff. They consist of various parameters-

Performance appraisal system for the Teaching Staff:

Part A - It deals with the parameters like educational qualifications, teaching activities, Contribution at Univ. and College level, Contribution in research work, NAAC work and in co-curricular and extra-curricular activities in the College. The teaching staff specially mention about the papers published and nee to attach the papers with the appraisal form in two copies.

Part B - Remarks of the Head of Department are included in this part.

The heads follow the parameters such as teaching, research, extension, administration, and extra-curricular aspects. They are checked on five point rating scale.

Part C - This part is filled in by the Principal confidentially. It focuses on teaching learning, Research, Extension, overall efficiency, behavior and attitude towards academic work etc. of the employee.

Performance appraisal system for the Nonteaching Staff:

Part A - It deals with the parameters likes educational qualifications, duration of Service, remarkable work done in the year and self-evaluation of the own work.

Part B - Remarks of the Report Head are included in this part.

Part C - This part is filled in by the Principal confidentially. It focuses on physical, mental ability, cooperation, grasping ability, obedience, overall efficiency, behavior, etc. of the employee.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

Audit process:

The institution conducts internal and external financial audits every year. The College accounts are maintained and audited regularly. Both the audits are done by CA R.S. Baste and Company, Nashik.

Internal audit:

The Chartered Accountants for the Internal audit process are appointed by the Mother Institute i.e. Maratha Vidya prasarak Samaj, Nashik. The accounts are audited by them meticulously. This process of Internal audit is done twice in a financial year. It is done at Institute level. In 2019-2020 due to covid-19 pandemic, only Internal audit was done.

By the permission of the Mother Institute important major expenditure is done. For granting the permission for this, the items for which the finance is needed are put forth in the meeting of the College Development Committee. The expenditure is sanctioned in the meeting for the things like infrastructure, computer purchasing and maintenance, College building maintenance, purchasing books for library, garden, sports, Science lab, library etc. If the expenditure is more than Rs. 50 thousand, the quotations from different agencies are received and the lowest quotation is finalized by the Mother Institute.

There are different accounts maintained for different purposes.

1. College Account for Admission fees: Admission fees from the students is collected and kept in this account and necessary expenditure is done from this account.
2. Salary Account: This is maintained only for the staff salary.
3. Examination Account: Exam fees collected by the students is sent to SPPU, Pune. through this account. Pro Reta, sports, corpus fund, eligibility fees etc. is sent to SPPU, Pune. From this exam related expenditure is sanctioned. It includes remuneration for the examiners, stationery etc.

Internal audit also includes the audit of the funds generated by SPPU, Pune and their utilization. The funds are given by the University for various schemes such as Earn and Learn, Personality Development, Nirbhay kanya Abhiyan, Language Guidance, Professional Guidance, Swatcha Bharat Abhiyan etc. There is a separate account maintained for Earn and Learn Scheme. This audit is done annually by SPPU, Pune.

Some funds are generated by SPPU, Pune for College Development for seminars, workshops, solar panel equipments etc. The expenditure under this is also considered for Internal audit.

External audit:

This is Govt. level audit that is done by the Senior Accounts Officer, Maharashtra State, Mumbai after every five years. It has been done up to the financial year 2008-2009. The last audit is done in 2018-2019.

Salary and non-salary audits are done by the Joint Director, Higher Education, Pune. Out of this, Salary audit has been done from the financial year 2008-2009 up 2018-2019. Non-salary audit has been done from the financial year 1997-1998 up to 2018-2019. This is done in 2019-2020.

Both the Salary and non-salary audits done by Joint Director, Higher Education, Pune. are verified by the Senior Auditor, Director office, Higher Education, Pune.

In the financial year 2019-2020, due to Covid-19 pandemic, only internal audit is done and Govt. audit is pending.

No objections regarding audit are raised in this process.

File Description	Document
Report of Auditors of last five years signed by the Principal	[View Document](#)

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

Response: 0

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

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

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:

Mobilization of funds:

Our College is the aided College affiliated to S.P.P.U., Pune. B.Ed. and M.Ed. programmes are offered by the College. Out of these, B.Ed. programme is granted and M.Ed. programme is non granted (e. g. self-financed). The College gets financial support from the government, SPPU, Pune, Students' fees, UGC funds etc. The College does not mobilize financial resources through donations. Reserve fund is available in the form of Fixed Deposit by the College. The funds available with the College are adequate for financial management of the College. Therefore, no funds are collected from other sources.

Utilization of funds:

The funds were mostly used for the following the following things:

1. Purchased Computer and other equipments: Computer lab is very important for the B.Ed. students for their technology based practical and lessons. New computers were added to the computer lab.
2. Purchased Books for the library and other stationery: New reference books are purchased for the library so that they will be easily available for the students.
3. Renovation of Furniture in the library: The library was furnished with new wooden desks, cupboards and book shelves.

4. Organized a Two Days National Conference: A Two Days National Conference was arranged in the College on 22 and 23 December 2018 on the topic Digitization: Transforming India to Knowledge Hub. Total 102 participants were there for the Conference.

5. Organized Faculty Development Programme (UGC,HRDC, SPPU, Pune) in 2018-2019: The Faculty Development Programme (UGC,HRDC, SPPU, Pune) was organized in the College in 2018-2019. The subject was ICT in Teaching Learning and Evaluation. The duration of the Course was 11th March to 17th March 2019. Total 44 participants were there for the Course.

6. Purchased machinery and other equipments for developing infrastructure.

7. Enhancement in the computer lab. i.e. 40 new computers were purchased in 2020-2021.

8. CCTV surveillance for the whole College Campus: This set up was necessary for the Principal for overall administration of the College.

9. LCD projectors for all the classrooms: Smart classrooms are essential for the budding teachers. Therefore, LCD projectors were arranged for all the classrooms.

10. Water purifiers at every floor were set up: As there are two floors in the College building, water purifiers at every floor were set up for the students' convenience.

11. The whole College Campus is provided with WiFi facility.

12. A good quality sound system was purchased: The sound system was necessary for daily assembly, various programmes and cultural events in the College.

13. Sports equipments were purchased: Sports equipments like carom boards, cricket kit, badminton kit, chess etc. were purchased.

14. Solar power system was established in the College as a part of sustainable development: It is a very good step that the Solar power system was established in the College because it is the need of the hour. Due to this the College has now to pay very less amount as the electricity bill.

A separate sheet is uploaded herewith to show the mobilization and utilization of funds.

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

6.5 Internal Quality Assurance System

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

Response:

IQAC plays a vital role in institutionalizing quality assurance strategies. In the last five academic years it has played its role in the following ways-

i) In the beginning of every academic session the Academic Calendar is prepared and accordingly the academic activities are conducted.

In the academic year 2020-2021 the academic activities are conducted as per the Academic Calendar in

online mode.

ii) Planning of teaching: Planning of teaching is done every year meticulously by IQAC. The teaching learning process is carried out as per the decided schedule.

In the pandemic situation colleges were closed. But the faculty members were present full time in the College excluding the period i.e. 17 March to 30 June 2020. (work from home period). The teachers taught the students through Zoom and google meet.

iii) Exams and Preparation of MCQs: Examinations are very important for evaluation. All the internal and external exams are conducted at proper time. Moreover, the students are given oral as well as written feedback after completing each course related practical, tutorials and lessons.

In the pandemic Period our faculty members contributed immensely by preparing MCQs for each course of B.Ed and M.Ed. and college prepared a booklet which is referred by students and faculties of our College. as well as other B. Ed. colleges. This is the unique activity implemented by our institution.

iv) The IQAC provides guidance to Research and library Committee also. In the pandemic academic year, guidance to M.Ed. and Ph.D. Research students was imparted online.

v) Creation of Academic Bank Credit (ABC): In Our Institution, IQAC has taken the initiative to create an Academic Bank Credit (ABC) account of every   student in the academic year 2021-2022 before filling in the exam forms. We created the Academic Bank Credit (ABC) of B.Ed., M.Ed., DSM, B.Ed. (vacational), M.A. Education students as a part of NEP 2020 implementation.

vi) Extension Activities: College is the Center for Yashwantrao Chavan Open University (YCMOU). It offers Vocational B. Ed, DSM certificate Course, M.A. Education. Thus, promotes extension activities. Many of the faculties contribute to the successful implementation of the course.

vi) Online Feedback forms are prepared & given to the students, stakeholders, Faculty, Parents, etc. and necessary action was taken by the principal. Feedback forms are analyzed. And communicated to the respective people for further improvement.

vii) Research Guidance: College has a research center. Research guidance is given to M.Ed. and Ph.D. students from time to time and after every 6 months the progress of the students are assessed and uploaded on the Ph. D. tracking. Before the submission of Ph.D. thesis, pre viva voce is taken and necessary changes are suggested. All the research guides take active participation in promoting the research work of the Research Center.

viii) Organized a Two Days National Conference on Digitization: Transforming India to Knowledge Hub in 2018-2019.

ix) Organized Faculty Development Programme (UGC,HRDC, SPPU, Pune) in 2018-2019.

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

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

Response:

Teaching learning process is an important pillar of the education system. Therefore, this college has always aimed at effective curriculum delivery. For this a well-planned, documented, multifaceted teaching-learning process is implemented. Overall teaching process follows the academic calendar. Multimedia teaching aids and ICT supplements the teaching-learning process. There are smart classrooms for effective teaching learning process.

For academic transparency daily diary is maintained by the faculty. The details of their daily teaching activities, guidance work and other details of academic works are written and these are checked weekly by the Principal.

The elaborative curriculum includes various aspects to fulfil the stated vision and mission of the College. Whenever the curriculum is modified it is discussed in the staff academy. While allocating the teaching responsibilities, the subject knowledge and competencies of the faculty are taken into consideration by the Principle. For the effective teaching learning process, the College has provided adequate resources like well-equipped classrooms with LCD projectors, library, internet, computer lab, science lab, technology lab, language lab etc. Various modes of operations such as discussion, workshop, seminar, brain storming, role playing, debate, computer assisted learning etc. are used for teaching.

The students are given various activities e.g. tutorials, assignments, PPT presentations, Poster Presentations, Group Discussion and various course related practicals.

These activities contribute to self learning and skill development of the students. Some Courses are totally practical oriented like Health and Yoga, Drama and Art in Education, reading and Reflecting on Texts, Development of the Self, Entrepreneurship Development etc. These Courses are also taught very skillfully as per the time table for the better skill development among the students.

Proper time table is prepared by the respective committee. The Principal himself supervises and imparts guidance for various teaching learning activities such as micro teaching, various types of lessons, internship and daily teaching activities.

Every year, all the teaching-learning activities are conducted as per the timetable. For micro teaching and other types of lessons, students are imparted proper demos and guidance. The internship programme is always full of practical knowledge of various school activities. All of these activities are supervised and

monitored by the Principal.

As far as the visible improvement in teaching learning process is considered, it is observed that the initial level of the student and the end level of the student is different. In other words, the student is very weak at entry level i.e. in the micro teaching programme. The faculty takes a lot of efforts for the enhancement in the knowledge and skills of the students from the beginning. Therefore, the end product is a quality product i.e. the student scores more in the end in all the courses and practicals.

The academic year 2020-2021was exceptional one. In the academic year 2020-2021, due to the pandemic the teaching-learning all the activities were conducted online. All the teaching learning activities were supervised and monitored by the Principal.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	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: 9

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

2021-22	2020-21	2019-20	2018-19	2017-18
05	04	15	11	10

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

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

Response: A. Any 4 or more of the above

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

For first cycle:

Describe two examples to show incremental improvements achieved within the institution during the last five years in not more than 500 words each

For second and subsequent cycles:

Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 500 words each

The College is now on the verge to face 4th cycle of NAAC. After Nov. 2016 up to April 2022, there are many points of improvements in the College.

Two case studies have been discussed below.

Third Cycle:

1. **Academic Domain:**

   1. **Innovation in Teaching Learning:** The B.Ed. and M.Ed. curriculum have been changed in 2015. The elaborative curriculum includes various aspects to fulfil the stated vision and mission of the College. For the effective teaching learning process, the College has provided adequate resources like well-equipped classrooms with LCD projectors, library, internet, computer lab, science lab, technology lab, language lab etc. Various modes of operations such as discussion, workshop, seminar, brain storming, role playing, debate, computer assisted learning etc. are used for teaching. The students are given various activities e.g. tutorials, assignments, PPT presentations,

Poster Presentations, Group Discussion and various course related practicals.

As per the new curriculum various practical oriented subjects are included like like Health and Yoga, Drama and Art in Education, reading and Reflecting on Texts, Development of the Self, Entrepreneurship Development etc. To teach these Courses proper orientation sessions , guest lectures are arranged for the better skill development among the students.

Internship programme for B.Ed. I and II year is implemented in 14 different schools. Only the duration of this programme varies for both the years. The students full time stay in the schools. They learn many things which are required for budding teachers. This Internship Programme includes conducting block teaching lessons, study of various school sections like administrative office, computer lab etc., participating in day-to-day school activities right from the assembly, arrangement of different competitions etc.

The revised curriculum also includes innovative lessons technology based teaching, team teaching, lessons based on models of teaching etc. The orientation session was implemented in the college for the for these innovative lessons.

1. **Research:**

    1. A number of Ph. D. Research guides is increased. There are total 15 Research guides.
    2. A number of Ph. D. students is increased. There are total 81 Ph. D. students
    3. There are 06 Assistant and 20 Associate professors in the College.
    4. Many research papers are published by the faculty. (No. of research papers with all the details are given in criterion no. III. Kindly refer.)

1. **Digital Language laboratory:**

Language lab is enhanced. There is a digital Language lab. Various activities are implemented in the lab.for the students.

D) Professional Development Activities:

i) Organized a Two Days National Conference: A Two Days National Conference was arranged in the College on 22 and 23 December 2018 on the topic Digitization: Transforming India to Knowledge Hub. Total 102 participants were there for the Conference.

ii) Organization of Faculty Development Programme (UGC,HRDC, SPPU, Pune) in 2018-2019: The Faculty Development Programme (UGC,HRDC, SPPU, Pune) was Organized in the College in 2018-2019. The subject was ICT in Teaching Learning and Evaluation. The duration of the Course was 11th March to 17th March 2019. Total 44 sparticipants were there for the Course.

iii) A Two Days Multidisciplinary National Workshop on Implementation of National Education Policy 2020 was organized in the College on 11thand 12th February 2023. There were 256 participants for this workshop.

2. **Administrative Domain:**

i. Enhancement in the College library was done by making new cupboards and other furniture.

ii. The College library was enriched by adding new reference books and other books.

iii. The whole College Campus was made to be observed under CCTV surveillance for overall supervision and safety.

iv. Efficiency of Research Centre is enhanced as the number of Ph.D. admissions increased as per the increased number of Research guides.

v. MOUs: For the collaboration with other Colleges, our College has formed MOUs with MVP's School of Fine Arts, Nashik and Ashoka Education Foundation's Ashoka College of Education,   Nashik. The College has MOUs with 14 practice teaching schools.

vi. All the classrooms were equipped by LCD projectors so that teaching learning has become effective.

vii. Water purifiers at every floor were set up for the students.

viii. The whole College Campus is provided with WiFi facility.

ix. Additional required Sports equipments were purchased.

x. Solar power system was established in the College as a part of sustainable development.

xi. Creation of Academic Bank Credit (ABC): In Our Institution, IQAC has taken the initiative to create an Academic Bank Credit (ABC) account of every   student in the academic year 2021-2022 before filling in the exam forms. The College has created the Academic Bank Credit (ABC) of B.Ed., M.Ed., DSM, B.Ed. (vacational), M.A. Education students as a part of NEP 2020 implementation.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	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:

Alternate sources of energy :

Our college has granted strength 300 student teacher by NCTE.   It is affiliated to Savitribai Phule Pune University,Pune and it is one of the biggest college for Teacher Education in Maharashtra. We are fulfilling need of the students as per the requirement of university & NCTE norms. It means requirement of building and physical facilities. Today's era is ICT, Our University considered ICT as a theory & practical subject. We have well equipped computer lab with LAN & Internet. Also we are using computer and related peripherals for administrative work. We have required energy resources for physical facilities like fans, tube light, water cooling and purification system. We required continuously electrical flow. Many time Load shading arises due to constraints of MSEB (Maharashtra State Electricity Board). Break down of electricity creates lot of problem in day to work of T-L process & administrative. So we are beware of alternate resources of electricity.

Energy Policy streamlining ways of energy conservation as follows :-

1. Availability of batteries & UPS   2. Inverter for streamlining energy.   3. Solar energy system.   4. Power Generator

1. Availability Of Batteries & UPS :-

 In our college there are some places (rooms) where we are using maximum electrical energy. The places like office, computer rooms, technology room, library. In these places tube lights and fans as well as internet connection with main internal terminal box set up. In office computer related work require more electricity with continuous. To maintain continuous flow we set there sufficient number of dry batteries cell. These Batteries provides us good energy. And due to UPS we protect our data.

2. Inverter for streamlining energy:-

  We have purchased two inverter for streamlining electric flow, Then set-up solar system and purchased big capacity generator. All these are in working condition. we are using these when electricity break down. College using these inverters some time for small purpose/ programme.

3. Solar energy system:-

Our College has good capacity solar energy system. We have purchased it from the grants given by BCUD of SPPU. We have submitted proposal to sanction grants from our affiliated university i.e. SPPU. We have received grants sanctioned for the solar system from SPPU is 500000/- (Five lakh only) Due to solar system our college saved MSEB electric bill. Also some in annual we have saved Rs 9000/- bill amount per month and some units of solar energy sale to the MSEB.

4. Power Generator:-

UGC has given us grants for power generator. It has big capacity of creation of power generation i.e. up to 5 KV. Our college is in urban area & B grade city. So in Saturday we are facing load shading and some other working day when the electric power break down the generator is very useful for streamlining flow of electric energy.

It indicate institution has a stated energy policy streamlining flow of energy conservations.

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

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

Response:

Waste Management

Policy & Procedure for implementation of waste management:-

In student teacher training period papers are used for rough work, after some days it becomes waste. Also some previous journals, some subject related charts, card sheets, various teaching aids becomes outdated. Also many types of waste arise in day to day work in college premises.

 Our college has been considered following Objectives for making waste management:-

1. Providing guidance to all staff & student to reduce waste & the safe handling & disposal of waste.

2. Promoting safe methods of segregation and disposal.

3. To make college campus environment pollution free, healthy and safety.

Policy:-

The strategy applied for waste management for principle with hierarchy is as follows:-

1) Reduce: We have taken best approach to waste is to reduce it at source.

2) Reuse   : We are trying to reuse if we cannot & reuse it.

3) Recycle: We have considered some time recycling waste.

4) Recover: The approach is to process on waste for again use.

Procedure

Phase 1 : The above phase is related to policy principle reduce (first R) When college starts , we are arranging introductory orientation programme. Principal and senior professor is giving information about mother institute, college tradition, values, syllabus & other things. Also we are giving focus on college campus & waste management, the main points for student teacher are

To keep campus neat and clean.

- Use dust bin for waste.
- Don't throw wet/remaining food from Tiffin at campus.
- Garbage put in the wet dustbin with Keeping in carry bags'
- Use paper properly. Don't torn paper unnecessarily. Use both sides of papers.
- Many time such information are given in morning assembly. In morning assembly, attendance of staff and students is compulsory. So information reaches to all, it helps to reduce .

Phase II :- The Above Phase is include **Segregation & Re-use** (**Second R**)

- We are collecting all used & rough papers, torn papers & subject related waste charts, previous collection of journals/projects, used teaching aids wooden & glass & waste cables, wooden & fibre materials, glass material tubes, computer related peripherals.
- We are keeping it in store room.

We are segregated it in following categories:-

1.	Dry Waste
2.	Wet Waste
3.	Paper Waste
4.	e-Waste
5.	Plants and Leaves Waste

a) Some colleges are demanding torn papers & pieces ,waste files, out dated project report for pulp purpose (Paper pulp is used for making model of statue, We are giving them.)

b) Plastic related things- Colour box used for plants spot, hard bound paper box are used for collection of waste & packing purpose.

Phase III- The above phase is related with **Recycling (Third R)** we are making purpose on plants leaves & some waste for making fertilizer.

Phase IV- Lastly we are focusing on **Recover**

Maximum e- material i.e. computer related peripherals/tools/software/wooden material repairing & using for as per required purpose.

Such type of strategy are adopted for the management of waste materials in the college.

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

7.1.3 Institution waste management practices include

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

Response: B. Any 3 of the above

File Description	Document
Documentary evidence in support of each selected response	[View Document](#)
Any additional information	[View Document](#)

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

Response: C. Any 2 of the above

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

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

Response:

Our college is very **neat & clean**. We have adequate non teaching staff. These staff come before college hours & making campus clean. Means doing Zadu & Pochha. Also we have grass cutter machine. The grass cutter machine is used for cutting the excess growth of grass a plants. we are cutting the grass twice in month and daily watering the plants & trees. Same time changing the soil of plants and for proper growth giving good fertilizer. We have many coconut trees and some other trees which are saved for shadow purpose. The trees branches & pale leaves fall down in the college campus . We are collect it. Also in the back side of campus we have big pit & it is used for to burry the big fall down branches of

coconut trees,and some unnecessary waste material. We buried there leaves in this section. And it converts in to natural fertilizer. We have also social service department. The department organizes various activities. Social service department firstly organizes 'Swachhata Abhiyan' for the society. At the end of every month for B.Ed. students organizing 'Swachhata Abhiyan' & making college building and campus neat & clean.

We have considered **Sanitation** part of cleaning. Our building is three floor build. (Ground to stare). Each stare has separate toilet for gents and ladies. i.e. wash rooms. Ladies toilet has also changing facility for lady student teacher, means special cupboard for keeping their dress. Our college recruited Special person for cleaning toilet of gents and ladies and paying Rupees 3500/- per months as a honorium salary. The above person daily cleaning toilet by Dettol & phenyl. Western type of pee container used in toilet and its outlet is attached to the plastic pipe. So there is removal smell & not the drop or ruined spreads outs side on the flooring. The college keeps solid & liquid soap in the toilet to wash hands.

Our College premises is **Green covered** by various trees & plants, It has done through land scaping with lawns.

Our college is situated at the bank of Godavari river & it is far away from main street i.e.upto 500 meter away from it. Also no industrial zone around us, means campus is totally **free from air,& noise pollution.** We have given instructions to the student teacher that while you are in college premises keep silence, don't make shout or noise. Our college library is big and at entry we have displayed rules. The very first rule is related to quite and calm atmosphere, In this way college put forth best efforts for health & hygiene by paying attention on atmosphere.

File Description	Document
Documents and/or photographs in support of the claim	[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: B. Any 4 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](#)

01-08-2023 05:55:38

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

Response: 2.63

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.36	0.36	0.36	0.36	0.36

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

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

Response:

MVP Samaj's B.Ed. College has environmental friendly campus. Institute is creating awareness among student teacher and public about various environment related knowledge, practicess and issues through education, organizing various activities through research. The mother Institute has been given code of conduct to the Principal, Student Teacher and staff members to maintain the campus clean,neat & environmental friendly. We have kept dustbin in each rooms of college building. Also in college porch we have kept big dustbin for plastic & other type of waste. Our college's social service department continuously taking efforts for *Swachhata* i.e. cleanliness & maintaining the campus clean and ecofriendly. PG section department students are conducting research activities related to environment.It shows by seeing or observing all these things messages spreads into student teachers & out sider in the society about envi�onment importance.

 We have done green landscaping with trees and plants in the college campus and riverside of the college. We are celebrating **World Environment Day on June 5th every year** by doing plantation.**"No Tobacco","No Smoking" and "No Plastic"** boards are displayed at the front of collge gate.Expert /Eminent person speech/ lecture orgnizes by college to bring awareness and knowledge.In college at entry and exit point the instructions given about don"t make noise and keep silence for staff & students.We are faliciating achievement of student teacher and saff by giving plants and environment related books.

We are arranging environment related camp in rural area through social service department to create the awairness among the community. in that camp we are inviting chief guest for lecure on cleanliness ,imporance of environment & Mahatma Gandhijis thought.Local people are participating in such

programme.

Challenges : We are facing some challenges like ,

1) Supperstiousness in rural area.

2) People have lack of knowledge regarding environmental issues.

3) People are temporary participating in environmental related activities and leaves it.

4) People are mostly depends on government schemes.

5) They are giving priority to their fundamental needs so avoiding other things.

6) Depressed due to their economical condition.

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

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

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

Response: C. Any 2 of the above

01-08-2023 05:55:38

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

7.2 Best Practices

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

Response:

Title of the Best Practice (No. 1) : Nagrik Suraksha Mulbhut Program

Objectives :

1) To create awareness regarding social contribution among student teacher.

2) To Prepare student teacher as a Volunteers for civilian safety.

3) To give student teacher of self defense technique.

Duration : 26.05.2022 to 31.05.2022

Process :

Our college organized (Nagarik Sanrakshan Program) civil defense program for male & female. It is collaboration with Government of Maharashtra's Nagarik Sanrkshan Dal, Nashik. They have been given training about self security in day to day life & manmade disaster management. Female teacher has given how to defend from antisocial element & live healthy and happy life. Some time many bad situations arise while living in the Society. College has given training to handle such type of situation.

Benefits :

 Student teacher -

1) Became happy because they received knowledge about safty.

2) Female teacher satisfied because they had got self safty training.

3) Fill proud & self actualization.

4) Developed skill among them to handle critical situation.

Title of the Best Practice (No 2) : MCQ Construction (Multiple Choice Question)

Objectives

1) To prepare MCQ bank for B.Ed. Students teacher.

2) To develop attitude of student teacher about different types of   MCQ.

3) To make strength of student teacher to face future challenge regarding competitive examination.

Duration : 2019-20 AY

Context

This activity conducted in Covid -19 pandamic period because Govt.Of maharashtra and SPPU decided to conduct online MCQ Examinition   MCQ   are measuring the knowledge, application/ skills of the student.   Now a days it is very essential part for competitive examination & selection for job of government i.e. MPSC, UPSC, Banking & Educational service. Also, in B.Ed. examination, it is compulsory part for the measurement of student achievement.

Process

* B.Ed. syllabus is context for the guidline to prepare MCQ.
* B.Ed. Syllabus contains   various types of theory courses these are related to   Educational Philosophy, Educational Psychology, School management Application of ICT in Education, T-L Process, Advanced Pedagogy, Pedagogy of school subjects (Marathi, Hindi, English, Mathematics, Science, History, Geography Some other subjects like Human Right etc.

    There are many authors in Maharashtra who has written reference books of these courses. So it becomes easy to construct multiple choice questions.

    Our library is main resource for subject related books. so we have many reference material for the preparation of topics which demands original resource.

* Also library has different competitive examinations books & these books are easy for the preparation.
* We get different types of information through websites and social media i.e. Youtube.

Benefits :

1. We can test the true knowledge of the students.

2. We can test knowledge understanding objectives as well as application & skill.

3. These will concern career diagnosis/candidate for their strength & weakness.

4. Student can easily face written test of competitive examination.

5. Such type of MCQ question bank is useful for examiner of SPPU to prepare question paper.

6. Student teacher received huge storage of MCQ related their theory paper.

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:

Our college has been decided to make global competent teacher. The above objective is related to our vision & mission of the college. So, we have established Rover Ranger, a scouting movement. Lord Robert Baden-Powell was founder of the world Scouting movement.The above movement is well defined by Baden Powell. The movement is directly related to society & develops qualities & virtues required for global society among student. He has categorized in three different level i.e.at primary level it is Cub-Bulbul, Secondary level it is Scout & guide. and at college level Rover (Male) – Ranger (Female).

Rover & Ranger Provide various types of training related to the personality development like Leadership, Discipline, Social Service, Disaster Management, First Aid, Firefighting, Community Development Program, Civil Defense and Environment Conservation etc. through camps at District/ State/National Level.

Objectives:

1. To contribute in the education of young people through a value-based system.
2. It helps to build a better world where people are sensitive towards the society.

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3. To prepare the student teacher to play a constructive role when the peoples need helps.

To achieve above objectives student teachers are first identifies the needs and problems of the community and involve in a problem-solving process to make them sensitive to the society. It provides an ideal platform to the student teacher for the service of the social welfare along with studies through various Camps. Multi-dimensional skills are also developed in the students which motivate them to work confidently in all situations.

Activities:

Every year Rover - Ranger troop conducts various programs in the college and schools at internship & at rural – urban area.

The programs are :

1. Cleanliness */ Swaccha Bharat Abhiyan*.
2. Blood donation camps in the college.
3. Cultural activities and social activities in internship program of rural and urban schools.
4. Providing the opportunities to the attended various district camp.
5. Organizing various types of rallies in the city for the purposes like tree plantation, AIDS awareness etc.
6. Celebration of Lord Baden Powell birth anniversary.
7. Participation in *Kalika Mata Local Yatra Festival* at Nashik as a volunteer.
8. Active participation in national and state level marathon competition organized by MVP Samaj, Nashik.
9. Participation in National Day on 15th August and 26th January.
10. Participation in Nashik Bharat Scout Guide Rover Ranger District camp (Participation in district level meeting of Lotus English Medium School at Sinner)

Impact: Our student teacher has got the following benefits,

1. The government has awarded the *Vice president award* and *Best Rover group leader award* in recognition of Rover Rangers work.
2. It helps in all round development of the personality of the youth.
3. Inculcate the good manners and ideals of disciplined living.
4. It helps to develop leadership qualities among the students.
5. It helps to develop among them a sense of social and civic responsibility.
6. It helps to understand the community in which they work.
7. It helps to acquire leadership qualities and democratic attitude.
8. It helps to improve physical fitness and mental health.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)

5. CONCLUSION

Additional Information :

It has been a great privilege and opportunity for M.V.P Samaj's Adv. Vitthalrao Hande College of Education, Nashik to submit the SSR to NAAC for the Accreditation (Cycle-4) for the sustainable enhancement and improvement of the quality towards our commitments. The internal Quality Assurance Cell (IQAC)has played a vital role in adopting and implementing diverse quality enhancement measures. While preparing the executive summary of our college, we had gone through a deep and insightful introspection of the various aspects. This introspection has helped us to evolve clearly and honestly with regards to our strengths, weaknesses, opportunities and challenges.The cooperation of dedicated teaching faculty and non-teaching staff members ensure smooth functioning of the institution. All the teaching and non teaching staff work hand in hand to fulfill all the criteria of NAAC. Their rigorous efforts and time bound work contribution made us possible to submit SSR within the stipulated time.

Ours is the largest and best Grant- In Aid Teacher Education Institution in Maharashtra.

We believe in innovation through various creative practices such as organization of National conferences on current issues.In the academic Year 2022-23, we organized a National Level Workshop on New Education Policy 2020 in collaboration with Board Of Deans (BOD) Savitribai Phule Pune University Pune.We got overwhelming response nearly 200 teachers,research scholars from varied faculties participated in this workshop as it was having interdisciplinary approach. For this conference, we published 135 papers in the UGC CARE listed Journal.

We are continuously striving for extension services in Research. In 2022-2023 , we have given admission to 6 Ph.D Students and 6 students were awarded Ph.D degrees.

 Every year our UG and PG results is above 90 %. Our M.Ed Student Ms.Tejaswini Tile and Ms.Bharati Punjabi got Gold Medals in SPP .University Pune Examination.

We have started a Certificate Course on Cyber Security of 4 Credits in collaboration with Cyber Sanskar, Nashik.

Concluding Remarks :

In 1914, our mother institution Maratha Vidya Prasarak Samaj Nashik was established for the noble cause having the slogan of "Bahujan Hitay Bahujan Sukhay" for educating the underprivileged students.In 1965, our mother institute established the College of Education Nashik.

We got accreditation for the first cycle in 2004 and got B++ Grade . We faced the second Cycle in 2011 and due to our continuous efforts towards excellence, we secured " A" grade with CGPA of 3.05 and in 2016 we faced third Cycle and maintained our dignity and status towards excellence by securing "A "Grade with CGPA of 3.26 which is highest among teacher education institutes in Maharashtra state. After the third Cycle the journey was more crucial for the entire college and college administration for accomplishment of our dreams. We have to strive to achieve our goals by overcoming all the hurdles with the assistance of all the stakeholders.

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