



YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	V.PS COLLEGE OF EDUCATION,BARAMATI DIST- PUNE
• Name of the Head of the institution	Dr.sangita Ramakant Gaikwad
• Designation	principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02112243762
• Mobile No:	9765972040
• Registered e-mail ID (Principal)	vpedu_1990@rediffmail.com
• Alternate Email ID	vpedu1990@gmail.com
• Address	Vidyanagari, Baramati, Dist Pune, Maharashtra ,India
• City/Town	Baramati
• State/UT	Maharashtra
• Pin Code	413133
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	Rural																		
• Financial Status	Self-financing																		
• Name of the Affiliating University	Savitribai Phule Pune University, Pune																		
• Name of the IQAC Co-ordinator/Director	Dr. Powar R.B.																		
• Phone No.	02112243762																		
• Alternate phone No.(IQAC)	9850614742																		
• Mobile (IQAC)	9970015641																		
• IQAC e-mail address	powarrajaram77@gmail.com																		
• Alternate e-mail address (IQAC)	vpedu1990@gmail.com																		
3.Website address	http://www.vpedu.org.in																		
• Web-link of the AQAR: (Previous Academic Year)	http://www.vpedu.org.in																		
4.Whether Academic Calendar prepared during the year?	Yes																		
• if yes, whether it is uploaded in the Institutional website Web link:	https://vpedu.org.in/pdf/ac1st2020-21.pdf , https://vpedu.org.in/pdf/ac2st2020-21.pdf																		
5.Accreditation Details																			
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td>Cycle 1</td> <td>B++</td> <td>81.90</td> <td>2003</td> <td>21/03/2003</td> <td>21/03/2008</td> </tr> <tr> <td>Cycle 2</td> <td>B</td> <td>2.96</td> <td>2010</td> <td>04/09/2010</td> <td>04/09/2015</td> </tr> </tbody> </table>		Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	Cycle 1	B++	81.90	2003	21/03/2003	21/03/2008	Cycle 2	B	2.96	2010	04/09/2010	04/09/2015
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to														
Cycle 1	B++	81.90	2003	21/03/2003	21/03/2008														
Cycle 2	B	2.96	2010	04/09/2010	04/09/2015														
6.Date of Establishment of IQAC	15/03/2004																		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.																			

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Social welfare Department	Post matric scholarship ,Rajash ri Shahu Maharaj Scholarship.	State government	Nil	785191.50
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		3		
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 		View File		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?		No		
<ul style="list-style-type: none"> If yes, mention the amount 				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
? Planning of program - "stress management" .				
? Planning of lectures series for all round development.				
? To conduct orientation lecture for S.Y students regarding online examination of the university.				
planning of activities for academic year 2020-2021.				
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).				

Plan of Action	Achievements/Outcomes
<p>Faculty Enhancement Activities:-</p> <ul style="list-style-type: none"> • To take review of previous academic activities. • To analyze peer observation and feedback received from students for self enhancement of faculty. • To strengthen the ICT skills. <ul style="list-style-type: none"> • Conduction of Hands on training of Google Apps. • To encourage the faculty for participating in the seminar, webinar, conference. 	<ul style="list-style-type: none"> • Peer observations were conducted. • Feedback received from peer observation and student's feedback were analysed duly & used for overall improvement of faculty. • Teacher & student used new technology in teaching learning. • Blended learning, flipped classroom concept were used by teachers. • Teacher participated in various seminar, workshop, conference and refresher course. • Conducted successfully Hands on training of Google Apps. • The faculty participated in the seminar, webinar, conference.
<p>Student enrolment and identifying student diversity:-</p> <ul style="list-style-type: none"> • To form the admission committee for smooth functioning of admission process. - Personal orientation, guidance & facilities for the common entrance test (CET) up to final admission. • To satisfy the diverse needs of students through varied services. 	<ul style="list-style-type: none"> • Admission committee was formed under the chairmanship of Dr.R.B.Powar & following staff (Teaching & Non-teaching) worked as admission committee members. <ul style="list-style-type: none"> Members - 1)Dr. R.B. Powar 2)Dr.K.M.Khanwalkar 3) Shri. R.N. Tilekar 4)Smt D.B. Waghmare 5) Smt. M.H. Khade 6) Shri. R.A. Taple • Admission committee provided personal guidance through whatsapp about B.Ed. CET Entrance exam, all related documents of admission & admission process. Through the Admission Committee & Diary Group College meet the diverse needs of the student. (Whatsapp & Google Apps)
<p>Teaching learning & Evaluation:-</p> <ul style="list-style-type: none"> • To identify & Implement best practices for enhancement in teaching & learning processes. • To motivate teacher educators, to experiment with interactive 	<ul style="list-style-type: none"> • For every course one unit/subunit is assigned for self-study. • Student prepared PBL project in pair. • With collaboration of school, student undertakes action research.

<p>participative and innovative practices in the transaction of curriculum. • To provide language lab facility for strengthening the communication skill. • To enhance teaching competency among student teachers through new approaches & trends in teacher training courses. • To Extend & strengthen the student teachers content knowledge in their methods through content analysis. • To provide opportunities for field experience related to the syllabus.</p>	<p>Online activities are conducted for strengthening the communication skill. • Student teacher used various method, techniques, and modules during their training. (Micro-training, simulation, and technology based teaching, team teaching, models of teaching practice lesson and internship activity.) • Student teacher analysed their subject content as a practical work. • Student teacher got opportunity of field experience through the academic activities such as practice lesson, internship, interview of school councillor, survey of inclusive school.(online mode)</p>
<p>Stress Management:- To Cope up with new challenges college adopted "stress management" theme which incorporates all academic & co-curricular activities, it helps to boost the mental health of student</p>	<p>As college adopted the "stress management" theme to boost the mental health of student. The following activities and the programme throughout the year (online Mode) 1. Lecture Series 2. Competition and cultural programmes for stress relief. 3. Sport activity 4. Arts and craft activity.</p>
<p>Environmental Programme • Keep the environment polluting free and healthier. • To create social awareness among the student.</p>	<p>-plantation - Water Survey - Reuse of Waste water -solar panel</p>
<p>13. Whether the AQAR was placed before statutory body?</p>	<p>Yes</p>
<p>• Name of the statutory body</p>	
<p>Name of the statutory body</p>	<p>Date of meeting(s)</p>
<p>College Development committee</p>	<p>06/10/2021</p>

14.Whether institutional data submitted to AISHE	
Year	Date of Submission
2022	12/01/2022
15.Multidisciplinary / interdisciplinary	
NIL	
16.Academic bank of credits (ABC):	
NIL	
17.Skill development:	
NIL	
18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)	
NIL	
19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):	
<p>As this is professional training course, syllabus consists of objectives for each and every theory and practical course . It is focused on outcomes.Theoretical part is knowlegde -based which enriches pedogogical aspects and practicum emphasises skill enrichment. All the PLOs and CLOs of the course are clearly defined and practiced thoroughly throughout the training period.</p> <p>IQAC ,throughout the academic year monitors the whole process right from the begining - planning ,implementation and end result that is fulfillment of PLOs and CLOs.</p>	
20.Distance education/online education:	
Hybrid Mode	
Extended Profile	
2.Student	
2.1 Number of students on roll during the year	188
File Description	Documents
Data Template	View File

2.2	200
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	62
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	94
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	90
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	188
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	1862856
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	40
Total number of computers on campus for academic purposes	

5. Teacher	
5.1 Number of full-time teachers during the year:	12
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	12
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>The delivery of the curriculum at the college is carefully prepared, enabling students to succeed in their learning. The college adheres to the guidelines laid down by the Savitribai Phule Pune University in particular. GMC coordinator was appointed for the coordination of academic work and prepared an academic calendar as per the guidelines of SPPU. IQAC and GMC coordinators distributed the workload as a course paper and practical. , Each faculty prepared their own outline of the given work. The teacher guides the students with various teaching methods, including problem solving, multimedia, PPT. The general orientation was organized for the students by GMC. Accordingly a year plan implementation process and year plan of co-curricular activities for the entire academic year take place under the supervision of GMC and IQAC. Students participate in extracurricular activities, Day celebration, which helps them to test their knowledge, improve their skills. The examination department prepared their plans about internal assessment, evaluation, and the preliminary record of regular attendance maintained by GMC. Progress of a student's record are reserved by the Examination Department. Every department has to follow the timeline given in their planning. Frequent review meetings are conducted to take feedback, action taken report of the previous meeting. Corrective measures are taken wherever they are</p>	

necessary, such as when curriculum planning is being executed rigorously.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

B. Any 5 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	No File Uploaded
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	No File Uploaded
Any other relevant information	No File Uploaded

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

B. Any 3 of the Above

programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers

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

1.2 - Academic Flexibility

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

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

14

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

1.2.2 - Number of value-added courses offered during the year	
0	
1.2.2.1 - Number of value-added courses offered during the year	
0	
File Description	Documents
Data as per Data Template	No File Uploaded
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded
1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
0	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
0	
File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded
1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	One of the above

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

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

0

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

0

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

1.3 - Curriculum Enrichment

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

Collegeuses a variety of teaching methods and practices, including

group talks, one-on-one conversations, brain-storming sessions, cooperative learning, and internship program, to help students gain a fundamentally cohesive understanding of the area of teacher education. It also provides insight into the roles of the teacher and learner according to various western and Indian philosophers. Finally, equity and inequality in education are also discussed.

Teaching practices and school internship responsibilities are included in the 20-week internship plan under the curriculum area of involvement with the field for the B.Ed. programme. During the internship, For this reason, future instructors study problem-solving. The implications of multiple intelligences, emotional intelligence, cognitive development, and critical and creative thinking for the classroom

When studying the Indian philosopher, the student teachers become familiar with the variations across other school systems. All of the themes discussed with the student teachers provided them with knowledge that was applicable to their vocation. With co-curricular activities, the student teacher is prepared for the working world. The student teacher used microteaching to hone their communication, microteaching, and knowledge abilities. Through inclusive education, student teachers learn to be sensitive to the traits and educational difficulties of the various forms of impairments.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

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

The semester's first week is dedicated to pre-internship

orientation. A stress management orientation was organized for the school enrichment. Research orientation based on the curriculum for school involvement. Students completed their internships at several schools. Students visited various schools to observe various forms of orientation, including teaching and learning methods, schedules, etc. Student observe different types of orientation, teaching learning method, time table, academic calendar, headmaster, office staff, infrastructure student teacher interaction etc. Students who participate in internship programmes attend school full-time and learn about school records from school administration, formative and summative evaluations, and school strategies. Students organize a variety of extracurricular activities and festivals on their own initiative, student instructors are more aware of the diversity in the educational system. In the study of an adolescent learner, the student teacher is aware of individual variations in developmental progress, identifies topics of shared interest, the child's thought process, and the teenage learner's physical and mental problems. Studying a research project students and teachers in identifying answers to specific issues that arise in the classroom, improving understanding of teaching, and implementing more reflective and efficient adjustments. Student instructors learn about the diversity within the educational system, the growth of the institution, the assessment system in this way.

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

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The B.Ed. curriculum includes practice lessons, special lessons (teaching competences), and internship, micro-teaching skills. Internship participants have attended class full-time. The internship period lasts 20 weeks in the first and second years. Teaching the learning process, co-curricular and assembly activities, various contests, professional teacher observations,

lesson planning for the variety of learner needs, extracurricular activities, and academic records during internship, the student teacher structured and created the assessment plans, the blueprint, the marking scheme, and the marking scheme. Group leaders are chosen for various schools to assist and direct the student instructors according to their requirements. It is occasionally also planned to have a daily diary meeting to assess the progress of the task. The student teacher studies skills and how to apply them to meet the requirements of pupils in various age groups, academic fields, examination system. With academic experience in microteaching skills, special lesson, practice lesson student teacher focuses on sharpening and developing specific teaching skills and eliminating errors. They increase their confidence, increase how to student engagement in the classroom, helps to promote real time teaching experiences, build knowledge, build skill, in this way student teacher enrich their professional acumen with curricular experience. Curricular experiences educational and interconnected learning engagement plan, they broaden their professional knowledge.

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

1.4 - Feedback System

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

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

94

2.1.1.1 - Number of students enrolled during the year

94

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

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

50

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

29

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

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

00

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

00

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

2.2 - Honoring Student Diversity

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

The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners. Maharashtra government organizes CET exam for entry level of B.Ed. Exam to assess the student's aptitude, current knowledge, mental ability. Our institution organizes WELCOME programme for new

admitted students. Our principal Dr. Sangita Gaikwad delivered a speech to motivate the students to use the Physical facilities and human resources for their self-development. All Faculties, nonteaching staff introduces themselves and their departments work shortly. All students are given an opportunity to introduce themselves. Student self- introduction programme gives us information about strength, weaknesses, achievements, hobbies, background of students and mainly why they choose B.Ed. course as their career.

G.M.C. Incharge has given orientation about overall B.Ed. curriculum. Course wise academic support provided to learners in the content and pedagogical paper by faculty. Faculty organized activities for the advanced and slow learners. Seminars are organised for advanced learners and slow learners and also solve their doubts by asking the questions.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	View File

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

Six/Five of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded

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

Two of the above

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

2.2.4 - Student-Mentor ratio for the academic year

1.19

2.2.4.1 - Number of mentors in the Institution

12

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

2.3 - Teaching- Learning Process

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

V.P'S College of education focuses on student centered method in order to enhance the learning experiences of the students. To make teaching - learning process effective, teacher always encourages various participative methods and techniques such as discussion, group discussion, laboratory method, ICT supported project based learning method, cooperative learning, presentation, seminar survey, case study, interviews. These activities are organised an online mode. College gives high importance to all round development of the students through co-curricular and extra-curricular activities.

Discussion, seminar, presentations, cooperative learning, case study, interviews modes are usually used for theory and practical work of course paper. These course modes enhanced the students intra-personal skills. Survey, group discussion are used for enhancing inter - personal skills of students. ICT supported PBL strategy are used for critical understanding of ICT practical. Its main purpose is to understand student teacher how to use ICT in Education.

Teaching competency developed through Microteaching, Simulation lessons, Models of teaching, technology based lesson, team teaching, and practice lessons.

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

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

12

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	View File

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

94

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Five/Six of the above

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

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

V.p;s college of Education has a strong mentoring system. This system provides a healthy atmosphere to develop the students. In the beginning of the year, diary groups are formed as mentor groups. Students and teachers can exchange ideas and put them into practice with up-to-date information. Regular Saturday meetings are arranged and it is mentioned in the regular timetable. Problems of the students related to teaching competencies such as microteaching, practice lessons, internship and action research work, group-wise activities are discussed in the meeting. Student-Teacher gets the personal academic and non-academic guidance in this meeting.

Teacher educators work as parent-teacher and mentor of the student throughout the academic year. Institutions' mentors are always trying to maintain and update the mentoring system so that it can apply to all learners to smoothly carry out all the provided instructions. Mentors usually meet with students one-on-one or in small groups. On the mentor's recommendation, parents are contacted for counselling and a special meeting with the principal in rare circumstances. Thus, the mentor system helps for developing professional attributes in the students.

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global	Five/Six of the above
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

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

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

Innovation in education encourages teachers and students to explore, research and use all the tools to uncover something new. It involves a different way of looking at problems and solving them. The thinking process that goes into it will help students develop their creativity and their problem solving skills. Creativity and innovation are fundamental to all disciplines and an essential part of the learning process, forming an important dimension of learning how to learn. They are also fundamental to teachers improving their professional practice and to school development. Learning involves challenging, refining and improving understanding by being made to

think hard. Sometimes, to understand new concepts and broaden perspectives, our approaches to thinking need to be creative, imaginative and lateral, as well as linear. In life skills education, students are actively involved in a dynamic teaching and learning process. The methods used to facilitate this active involvement include working in small groups and pairs, brainstorming, role play, games and debates.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan (IEP)

All of the above

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

2.4.2 - Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied

Eight /Nine of the above

student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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

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

All of the above

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

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

One of the above

**provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content
Observation modes for individual and group activities Performance tests Oral assessment
Rating Scales**

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

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

All of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams

Four of the above

**and helping them to participate Involvement in preparatory arrangements
Executing/conducting the event**

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded

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

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

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

Internship is a very important part of B.Ed. course. The period of internship programme is four weeks for first year and 16 weeks for second year.

In every academic year, planning meeting is arranged with head of the internship programme and all faculty members. In this meeting various aspects are discussed thoroughly as internship activity is the key factor of teacher training programme. As per the planning

,orientation is conducted as the prerequisite to internship programme. Detailed information about various activities, evaluation charts, rules and regulations, how to maintain rapport with schools is given by the head of the internship department.

A short meeting is arranged with school principal and teachers, in which internship and role of school and school teachers is discussed. In order to keep uniformity in assessment of students performance, evaluation charts are provided for every activity and the orientation about evaluation process is duly given to school teacher.

Schools for internship are allotted as per the medium of instruction. As the first year internship programme is only introduction to internship, schools are allotted by college. But in second year, students are allowed to choose internship schools. Thus internship activity provides exposure to various school setups.

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

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

2.4.9.1 - Number of final year students during the academic year

94

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

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

Seven/Eight of the above

responsibilities- experience/exposure
Preparation of progress reports

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

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

Institution adopted Effective Monitoring mechanisms during Internship programme. During the pandemic period teacher educators communicated the school by using various mode, to facilitate and monitor the internship programme. Daily attendance of students was maintained by the school authority. Teacher educators and school teachers observed classroom teaching through various apps like google meet app, zoom app etc. Activities, lesson plans and presentation were checked by teacher educator and school teachers through online mode. School supervisor oriented them about the school L.M.S and assigned different tasks and duties to them.

Although the intended purpose of the internship during pandemic has not been fully achieved or there have been many obstacles but student teachers have gained many benefits from the internship. They learnt how to handle online tools, techniques, how to face new different situation and how to overcome the hurdles.

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

2.4.12 - Performance of students during

Four of the above

internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* ‘Schools’ to be read as “TEIs” for PG programmes)

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

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

Five of the above

File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

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

12

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

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

3

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year

12

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

188

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

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

All faculty members are participated in house discussions on curriculum and its implementation. In Staff academy ,teachers deliver lecture on current developments and issues in education and

society. Peer observation conducted and analyzed .Feedback from various stakeholders is also considered for upgrading the quality.Principal suggest instruction for professional improvement of teachers. Faculty members participated in online webinar ,seminar, workshop for their professional development. Research is an integral part of B.Ed. College is emphasizes on research and action research among the faculty and students. Teacher provide self-appraisal report to the Hon.Principal of the college at the end of the academic year. The teacher uses various new trends in teaching learning process. They collect information from online resources, magazines & journals in the college library. This is the way teachers update his professional knowledge.

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

2.6 - Evaluation Process

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

The college is affiliated to Savitribai Phule Pune University. CIE is the mechanism to find out the attainment of PLO and CLO.In the Induction programme College Examination Officer (CEO) are given orientation about the mode of CIE. The continuous evaluation includes almost all activities-Teaching competencies practice lesson, Practical, Assignment, and prelim Examination. Internal practical work, Internships and practice lesson are assessed with same rigidity as regular examination. The schedule of CIE is prepared as per given time in academic calendar. Each student, every internal activity is checked and verified by the faculty at institutional level. The performance of the student in CIE is check and analyzed according to the criteria of the Savitribai Phule Pune University. The feedback is given to the students for his performance. If necessary remedial teaching is provided. The question paper for prelim examination is prepared at the college level by using guideline of the Savitribai Phule Pune University. Internal evaluation must be finished in the given time. At the end of the each activity marks has displayed. .Consolidated internal evaluation marksheet is displayed on the student notice board and Whatsup Group(online mode). Doubts of the student about marks are cleared by the internal moderation committee. External moderation committee evaluates all the CIE record. After satisfactory report of

this external moderation committee the marks of CIE are accepted by the University.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

Five of the above

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

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

The college is affiliated to Savitribai Phule Pune University and strictly follows the procedure of conducting the continuous Internal Evaluation as prescribed by the University.

As G.M.C is the best practice of the college having various departments effectively functional at college level throughout the year. One of them is examination department having CEO appointed by the college as per the norms of the university with two assistant

faculty also. CEO is the mediator between college and university regarding all grievance during examination. Orientation session is arranged by the exam department in consideration of total CIE of the academic year. Uniform assessment process is followed for the all activities as per the guidelines of SPPU. Marks are displayed after each activity. There is provision of mentor groups to avoid the grievances if any regarding examination. Mentor teacher communicate the department about the doubts and quires received from students and resolve them. Informal counseling process in mentor group is carried out throughout the year. Thus college has the systematic mechanism for grievance redresses related to examination.

Due to pandemic, in 2020-21 there is no central internal moderation at university level. College has appointed internal moderation committee as per SOPs received by SPPU. All internal work is moderated by this committee and final marks are submitted to university exam department.

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

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

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

As per the directions of the IQAC, G.M.C. head conducts the induction programme about all over activities running in the year . For theory and practical of all courses, time table was prepared as per academic calendar. Examination department prepare the time table and according to that, orientation of the practical and assignment of B.Ed. course 101 to 107 and B.Ed, course 201 to 205 is conducted. Before Annual examination, institution has conducted a prelim Exam for practice.

Orientation of BEd courses 108 to 112 and 206 to 212 are given by each Head of the Department.. After that ,according to Time table

each activity runs continuous throughout the year. All activities run in the groups and evaluated by group In charge professor .

2.7 - Student Performance and Learning Outcomes

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

As per prescribed curriculum P.L.Os & C.L.Os are prepared . P.L.Os was discussed with students in Induction programme and C.L.Os was discussed as per the course separately. For the attainment of P.L.Os & C.L.Os through the teaching learning process all the academic facilities and infrastructural support were provided to students time to time by institution.

Evaluation of outcomes serves the institution as an effective tool for introspection & improvement.

with effective teaching learning process students are also guided with required mentoring , so they achieve the desired outcomes properly. Evaluation of the stated P.L.Os & C.L.Os were carried out using various assessment methodologies and tools regularly. During the routine teaching-learning process. Internal assessment and Final Annual result of SPPU is the way which insures the institutional alignment of stated P.L.Os & C.L.Os.

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

2.7.2 - Pass percentage of Students during the year

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

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

PLOs and CLOs are planned in the beginning of the year according to curriculum and objectives of the course. PLOs and CLOs themselves indicate the development of personal and professional attributes. All activities are planned and implemented in line with the PLOs and CLOs. For the development of professional attributes, activities like micro teaching, practice lesson, internship programme, ICT practicals are conducted and monitored through mentor groups. Suggestions are given time to time and rectifications of errors were done wherever necessary. Thus these activities are helpful for their future improvement. For the development of teaching competencies, both professional and personal attributes are essential.

In order to develop personal attributes in line with the PLOs and CLOs through curriculum, following activities are arranged.

GMC representatives, curricular activities, sports, social activities, ICT practicals, health and yoga, reading and reflecting on the texts, understanding self, basics of research, art and drama, open course etc. All these activities are monitored and assessed by teachers. Proper guidance and directions for further improvements are given by related faculty time to time.

This is the mechanism adopted by the college for development of personal and professional attributes which helps students for their further improvements.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	View File

2.7.4 - Performance of outgoing students in internal assessment

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

92

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	View File

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

In the beginning of the course, student have various learning needs such as improving content knowledge, content delivering knowledge, confidence, stage daring, communications skill, abstract thinking, critical analysis, inter and intra personal skill etc. College has provided training under teaching competency I and II, co-curricular activities such as elocution competition, Handwriting competition, Group discussion, and Seminar presentation.

By using project based learning strategy student prepare ICT practical. Student prepares various lesson plans according to different methods and models of teaching. These lessons are conducted in their peer groups and in practicing school. Student nourished their interview skill through planning and organizing interviews of school personals. In this way inter and intra personal skills are enhanced among the student.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://vpedu.org.in/pdf/SSS%2020-21.pdf>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research**3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year**

NIL

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

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

NIL

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

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

One of the above

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

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

One of the above

File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

NIL

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

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

NIL

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

3.3 - Outreach Activities

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

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

water survey

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

water survey

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

Yoga Day

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

YOGA DAY

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

In B.Ed. course 111B, the college has organised a water survey as one of the activities. A water survey is included in the syllabus to create social awareness among them. In that case, the head of department gives the questionnaire to the group in charge. The group in charge then provides the five questionnaires to each student teacher. Student teachers are free to fill out the questionnaire in their areas. After that, they analysed it properly. The student teacher also takes a photograph as evidence and attaches it to the file. The student teacher does this either online or offline.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	No File Uploaded
Any other relevant information	View File

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

NIL

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

3.4 - Collaboration and Linkages

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

4

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

4

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

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

MOUs with secondary and higher secondary school

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

One/Two of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

The college has a well-stocked library. International Journal, National Journal, Magazines, Newspapers are available in the library. The Library advisory committee meetings are held twice a year for smooth functioning of the Library. Reading Hall facility is available for student and faculty. The college has installed an LCD projector in the classroom to make the teaching more effective. A computer laboratory facility is available in the college. Students do the practical work (PBL) in the computer laboratory. The college has created adequate physical infrastructure including a science lab, a Psychology lab, Guidance Rooms, Language lab, multipurpose hall, curriculum laboratory, girls rest room, boys rest room, sport room, music room etc. Different kinds of indoor sports equipment like Chess, Badminton, Carom Board, etc. are made available as well as equipment required for outdoor games like Cricket, Football, disc, ball are also available for the students. In the music room musical instruments is available. There are guidance rooms which are utilized for individual guidance to teacher trainees for micro lessons, practice lessons, individual feedback for curricular performance, remedial inputs to teacher's trainees and cell meeting for counseling.

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

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

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

5

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

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

1778228

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

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

The Library is well equipped with internet service. The library is automated through & integrated Library management software named 'SOUL' developed by INPLIBNET. The software is based on Client - server Architecture which imparts extra strength to storage capacity, multiple access to the databases, various levels security, backup etc.

SOUL contains six modules, Acquisition, Cataloguing, Circulation, OPAC, Serials controls and Administration.

Users can access OPAC for search options. The transaction feature allows to track the issue and return status of books, Missing, Reservation and Over due charges.

The library has three computers connected with internet connection. The staff and students utilize these facilities. Students have free

and easy access.

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

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

NIL

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

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

File Description	Documents
Data as per Data template	No File Uploaded
Receipts of subscription /membership to e-resources	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

1595/-

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

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

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

08

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	View File

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

Three of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

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

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

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

ICT Lab. is used for -

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

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

4.3.2 - Student – Computer ratio during the academic year

3.24

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

D. 50 MBPS - 250MBPS

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

File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support

facilities during the year (INR in Lakhs)**1289743**

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

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

Technology and print resources are allocated judiciously among the staff member for smooth functioning. Classrooms are ICT enabled which can accommodate 100 students.

Access to internet is provided to the faculty members and student teacher of the institution for self-study and preparation of curriculum transaction.

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

Intercom Facility - Intercom facility is also available to principal cabin, library and office premises. It helps to communicate all the departments without wasting working time.

Language Lab - Our College has a well-structured language lab. Language Lab is one of the best source to learn English Language.

Library

The library has a separate reading hall for the staff and student. SOUL Software is used in the Library. College has a sport room which comprises of all the necessary sports equipment's, Indoor games like carom and chess to encourage interacted students

Computer Lab-. We are using our own lab which has 19 Computers, LAN

& Brodband conection of internet for computer training of B.Ed. students.

Placement Cell -. The placement cell provides different advertisement & vacancies details to the students.

File Description	Documents
Appropriate link(s) on the institutional website	https://vpedu.org.in/pdf/Procedures%20and%20Policies.pdf
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

One/Two of the above

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

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

Seven/Eight of the above

rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	A. All of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group	One of the above

insurance (Health/Accident)

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

5.2 - Student Progression**5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year**

Number of students placed as teachers/teacher educators	Total number of graduating students
14	94

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

5.2.2 - Number of student progression to higher education during the academic year**5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).**

7

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

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

0

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

5.3 - Student Participation and Activities

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

A student representative body is present at Vidya Pratishtan's College of Education, and members are chosen annually at the beginning of the academic year. The college has given the student representatives a variety of tasks and obligations to coordinate. They serve as a liaison between the teachers, the college, and the students. The student council as a whole is in charge of:

Interacting with the administration, faculty, and other students.

communication and consultation with all college students

Increasing the number of students who participate in the council's activities. The purpose of a student council at any level is to develop quality leadership & believe in democracy.

Due to pandemic situation Sudden changes occurrence in each and every activity therefore the role of student council is flexible as online and offline working situation.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	No File Uploaded

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

30

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	View File
Any other relevant information	View File

5.4 - Alumni Engagement

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

Vidya Pratishthan's College of Education is established in 1990, a number of Alumni got education from this reputed institution. Though this institution is located in rural area, it has a great contribution in the educational development of the rural students. Alumni involvement in the college's expansion and development. Although not registered but functional, the Alumni Association is still active. Interaction among members is encouraged by alumni. All student's benefit from alumni's assistance in

creating networks. The What app group for alumni exists. In order to fill the agenda and provide further suggestions for enhancing the alumni association's operations, the association examines the agenda at each meeting.

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

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

None of the above

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

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

0

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

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

The 'Alumni Association of VIDYA PRATISTHAN'S COLLEGE OF EDUCATION BARAMATI provides dedicated support in all activities of the institute.

- Short lectures on Soft Skills, Spoken English, Personality Development and skills to face Interviews, Resume Writing, basic Computer study in ICT lab.
- The Alumni members are invited in faculty development programme.
- The Alumni placement cell is a cell that guides the post graduates on educational, vocational or personal basis.
- Alumni helps in pre Internship of new students as they tell them the nature in schools and everything related to it.
- Campus development.
- Active members of various academic and administrative bodies of the Alumni also help the students in many ways.
- The institute takes feedback from all Alumni members in surveys that motivates the students.
- Provide counseling to students for employment.
- They are also active in IQAC cell.
- Act as judges in cultural and sports competitions.
- Actively help in organization and management of extensive outreach

activities of the Institute.

- Alumni give their creative ideas for printing of magazines, conference proceedings, and brochures.
- Offer honorary services to teach, guide, action research of students.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission. Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

Institution Vision:-

Mission-

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

The Mission of the college also reflect the vision of the college to produce teachers who will be the harbingers of the social change with the changing times. The Mission of the college include the goal and objectives in terms of addressing the needs of the society. The students it seek to serve the school sector, education institutions traditions and value orientations. The mission is based on the need of the 21st century skill that teachers are going to require in future. ELearning and increasing use of technology has made it necessary for all educational entities to upgrade their skills in these respect. We train our students to overcome these hurdles.

The Principal is the academic and administrative head of the institution. All the staff assisted by the principal for smooth function .Faculty member are directly responsible for the academic and curriculum development.

College has different Cells, department and committee which is handle by the faculty as a chairperson. Students are also part of the above committee as a GMC member.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

For the purpose of guarantee the smooth operation of the college, the institution practices decentralization and participative management through the creation of different departments and committees.

The organization favors work decentralization while keeping transparency and respecting the faculties' skills.

To ensure decentralized management, the following administrative structure is kept in place.

The management is in charge of the institution.

The institution's daily operations are overseen by the principle, who plans events and creates several committees.

a procedure that involves assigning duties to those in charge, coordinating with many stakeholders, and running the process Implementation of the prescribed responsibilities, progress, etc.

The principal's duties also include creating the budget, keeping track of all expenses, and maintaining all accounts. The principal completes the annual audit report with assistance from the office personnel.

Teaching, non-teaching, and students are the three categories into which human resources are classified.

Interest in the relevant field is taken into account and responsibility is assigned when managing these resources.

The faculty is in charge of organizing the timetable and creating the specifics of each course in order to ensure the academic operation of the college.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

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

The College is a self-supporting organization.

The trustee's management has direct control over salaries and other costs.

Money received through tuition fees in accordance with the Mumbai-based Shikshan Shulk Samiti of the Maharashtra government.

To maintain complete transparency, internal and external financial audits are performed on a regular basis.

Cheques and bank transfers are used to pay the personnel. Scholarships and other rewards are instantly deposited to the students' bank accounts.

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

Admission takes place in compliance with the guidelines that the government usually provides.

The college administration includes each and every person of institution.

At the start of the Academic Year, both teaching and non-teaching staff members are given additional responsibilities in addition to their usual responsibilities.

The employees put in the effort to complete their work that have been given to them.

Every year, at the start of the session, a number of committees are set up to investigate the college's various activities.

Academic marks of every department are displayed on notice board.

Internal marks are moderated by Pune University moderation committee.

All the Practical, Seminar and Preliminary exam marks shown to the students.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

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

At the beginning of the academic year, different committees and departments are created to prepare a strategic plan for the event and a regular meeting will be held on implementation and results possible plans.

Library has an important role and it is known as knowledge resource centre Institutional perspective and strategic plan was successfully implemented by the library committee.

This was achieved by developing an action plan as the following

At the beginning of the year a library committee was formed.

The meeting was held on the subject of the purchase budget Books. The librarian collected the names of the books and specialist and specialist journals

The committee's approval for the purchase of the books was discussed at the meeting. This plan was present before the college development committee for the consent of buying the books.

In the college development committee, the budget was approved.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://vpedu.org.in/library.html
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Vidya Pratishthan's college of education is governed by Higher education, Department of Maharashtra Government.

The Principal of V.P. College of education in Baramati is in charge of running institution and is solely answerable to the department of higher education.

The College development committee(CDC), the principal, teaching staff, nonteaching personnel, and students contribute to the college's organizational framework.

The Management of the college is the highest decision making body. For the smooth functioning of the college Principal is always connect with Management body.

Three meeting of CDC in a year to speak on the matter pertaining to the institution finance and maintenance, faculty hiring and general college development. Heads of various departments assist the Principal

File Description	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The Principal is the academic and administrative head of the institution. All the staff assisted by the principal for smooth function. Faculty member are directly responsible for the academic and curriculum development.

College has different Cells, department and committee which is handle by the faculty as a chairperson. Students are also part of the above committee as a GMC member.

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

6.3 - Faculty Empowerment Strategies

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

Teaching employees are given 15 days of casual leave, while non-teaching workers are given 8 days.

For participants of various refresher courses and orientations, a duty period 30 days is offered.

College grants leave to attend various workshops, conferences and seminars.

EPF provident fund which allow to pension to the employee after superannuation.

Pension scheme for employees.

Uniform and Advance salary provided to Non-teaching staff.

Instalment facility in academic fee to students.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

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

0

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

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

0

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

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

The institution has a performance evaluation system as per the directives of UGC and Joint Directorate (J.D) of Higher Education, Government of Maharashtra. Teachers must give the principal the completed form for their yearly performance appraisal. Annual forms are also supplied teachers/Principal /Librarians /Officers / Rules of IQAC who assist with data collection and cross-checking.

For career development according to CAS, annual performance evaluation Forms must be sent to the principal at the end of each year in the year. The activities of teachers are also evaluated based on feedback from students, is taken at the end of each academic session and is important director's instructions to staff. IQAC assesses administrative and academic success review the activities of all departments and offices management after evaluating the report. Administrator and management, responsible persons will be notified to the department to eliminate the deficiencies.

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

6.4 - Financial Management and Resource Mobilization

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

Audit is inspection of various books of accounts by an auditor followed by physical checking of inventory to make sure that there are three main types of audits External audits, Internal Audits and Internal Revenue Service audits. External audits are commonly performed by Certified Public Accounting firms. Audit procedures to obtain audit evidence can include.

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

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

0

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

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

- 200 words.

nil

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

6.5 - Internal Quality Assurance System

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

The college has implemented quality management techniques in both administrative and academic areas. It is designed to encourage a culture of innovation, creativity, and rising standards.

In order to address the shifting educational, social, and market demands, the college developed and formed a seven-member Internal Quality Assurance Cell (IQAC) in 2004.

The cell evaluates numerous aspects of the college's management and keeps track of how they're doing.

It provides suggestions, i.e., from the start through the end of the course.

This cell also reviews and responds to suggestions that are sent verbally, in writing.

Activities:-

Creation and implementation of quality standard norms for the College's several academic and administrative activities like,

Creation of a Quality Culture.

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

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

Information sharing about the numerous indicators.

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

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

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

Departmental meetings are often held to review the teaching-learning process. Such discussions result in reports that are given to the Principal for evaluation

1. The subject head teacher meets with the other teachers at the start of the college year to discuss the issues the pupils are experiencing and potential solutions.
- 2.
1. The Principal schedules a staff meeting where they review the departments and the students' issues and provide recommendations for solutions.
2. Regarding the results of such reviews, considerable

We are seeing improvements in terms of teaching and learning.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

NIL

File Description	Documents
Data as per Data Template	No File Uploaded
Report of the work done by IQAC or other quality mechanisms	No File Uploaded
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	https://vpedu.org.in/pdf/IQAC Meeting 20 21.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://vpedu.org.in/pdf/AQAR%20Report%2019-20.pdf
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

Installation of solar panel

institution has installed solar panels for the purpose of energy conservation. Solar panels collect energy from the sun in the form of sunlight and convert it into electricity. Electricity generated through this solar panel is used for daily power consumption of institution. This facility is provided by mother institution and our college has to pay for it. Audit report is kept daily.

As our college is a teacher training institution, we create awareness among the student teachers about the energy consumption through such projects.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

institution has installed solar panels for the purpose of energy conservation. Solar panels collect energy from the sun in the form of sunlight and convert it into electricity. Electricity generated through this solar panel is used for daily power consumption of institution. This facility is provided by mother institution and our college has to pay for it. Audit report is kept daily.

As our college is a teacher training institution, we create awareness among the student teachers about the energy consumption through such projects.

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

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

1) Vidya Pratishthan runs a waste water recycling project. The waste water includes gray water from wash basin, pantry and black water from toilets. Out of that gray water along with other gray water of Vidya Pratishthan campus goes to sewage plant through centralized system. The recycled water is used maintaining greenery in the campus via drip irrigation. Drip and sprinkler system has been installed for maintaining greenery of the campus.

2) The entire campus is facilitated with underground network of pipelines for potable and non-potable water. Storage capacities within the campus hold up to 10 lakh liters of water in tanks and

wells.

3) Solid waste is collected and converted into fertilizers. This fertilizer is used for plants in the campus.

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

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

Two of the above

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

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

Two of the above

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

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of

cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

V.Ps College of Education and Vidya Prathishthan institute are always ready to keep campus clean. Generating mass awareness amongst students and staff members about cleanliness and hygiene by holding regular cleanliness .The cleanliness of the institute divided into two parts. Internal cleanliness within the building e.g. classroom, lobbies, labs etc. are cleaned by the college itself. And campus around the building including garden, roads, parking etc. Cleaned by Vidya Prathishthan. Maintenance amount is paid for that. Garden, Plantation inside and outside the building is maintained by the mother institution. All infrastructures are cleaned on regular basis by the non-teaching staff of the college. B.V.G looks after the safety of the infrastructure. Green and ecofriendly environment is the asset of the institute and management of the vidya prathishthan is very keen about this asset.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

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

One of the above

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

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

76614

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

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

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

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

7.1.9 - The institution has a prescribed code of**C. Any 2 of the above**

conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

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

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)
Describe any two best practices successfully implemented by the institution as per NAAC format

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

2) **Stress Management:** To cope up with new challenges college adopted "stress management" theme which incorporates all academic co-curricular activities, it helps to boost the mental health of student. As college adopted the "stress management" theme to boost the mental health of student. The following activities and the programme organized throughout the year:- A. Lecture Series: B. Competition and cultural programmes for stress relief:C. Sport activity: Annual Sport Day – Sport Competition D. Arts and craft activity.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

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

Vidya Pratishthans College of Education was established in 1990 on self financed basis. The vision of the college is to bring about rural development through 'Quality Education 'For that the college has focused on all round development of student. The focus is given on skill development, career-oriented programmes, Inclusive school visit and college has brought all this aspects under curriculum implementation and enrichment. For the holistic development of student's variety of activities are conducted in curricular, co-curricular and extracurricular activities etc. Accordingly moving along with the objectives of NAAC, the college conducted activities on Universal values, Human Values, Environment awareness programme, Professional ethics, Important Days. Mentoring and active learning are two high light of this professional college. Students' progress is supervised by the mentor teacher -educators and motivation for self-development. To cope up with new challenges college adopted "stress management" theme which incorporates all academic co-curricular activities, it helps to boost the mental health of student. As college adopted the "stress management" theme to boost the mental health of student college orgnized various programmeThe college always takes effort to make the students capable of being competent and successful teacher in future.

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