



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution

VIDYA PRATISHTHAN'S COLLEGE OF
EDUCATION, VIDYANAGARI, 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 **Meghana K. Darade**
- Phone No. **9850614742**
- Alternate phone No.(IQAC) **02112243762**
- Mobile (IQAC) **8668384147**
- IQAC e-mail address **vpeduiqac@gmail.com**
- Alternate e-mail address (IQAC) **vpedu1990@gmail.com**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) <https://vpedu.org.in/pdf/AQAR%2021-22new.pdf>

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/ac_22_23.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	Nil	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/PMMMNMNTT 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	1819424.65

8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9. No. of IQAC meetings held during the year **4**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (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**

- If yes, mention the amount

11. Significant contributions made by IQAC during the current year (maximum five bullets)

Planning of activities for academic year 2022-2023

Planning of lectures series for all round development.

Planning of program - "stress management" .

Arranged online workshop for TET, CTET exam

Training programme arranged for the girls.

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>Planning of academic activities and academic calendar</p>	<p>Academic planning and calendar planned for 2022-2023</p>
<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. • To Conduct "Staff academy" activity for sharing academic work. 	<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.
<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. 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 about B.Ed. CET Entrance exam, all related documents of admission & admission process. College had provided the facility of filling form of CET Entrance Exam to last round of admission process. • Through the Admission Committee & Diary Group College meet the diverse needs of the student.
<p>Teaching learning & Evaluation:-</p> <ul style="list-style-type: none"> • To identify & Implement best practices for enhancement in 	<ul style="list-style-type: none"> • For every course one unit/subunit be assigned for self-study. • Student prepared

<p>teaching & learning processes. • To motivate teacher educators, to experiment with interactive 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>PBL project in pair. • With collaboration of school, student undertakes action research. • Language lab activities are conducted for strengthening the communication skill. • Student teacher used various method, techniques, and modules during their training. (microtraining, simulation ,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.</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:- 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 more healthy. • To create social awareness among the student.</p>	<p>plantation - Water Survey - Reuse of Waste water -solar panel</p>
<p>Placement cell</p>	<p>Training programme arranged by the placement cell department.</p>
<p>To organize workshop for TET and CTET exam guidance.</p>	<p>Organized online workshop for TET and CTET examination .</p>

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Development committee	13/09/2022

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	VIDYA PRATISHTHAN'S COLLEGE OF EDUCATION, VIDYANAGARI, BARAMATI DIST- PUNE
• Name of the Head of the institution	Dr.sangita Ramakant Gaikwad
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• Type of Institution	Co-education
• Location	Rural
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3.Website address	http://www.vpedu.org.in/				
• Web-link of the AQAR: (Previous Academic Year)	https://vpedu.org.in/pdf/AQAR%2021-22new.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
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<p>13.Whether the AQAR was placed before statutory body?</p>	<p>Yes</p>

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Development committee	13/09/2022

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022	08/02/2023

15. Multidisciplinary / interdisciplinary

Plan for transforming into a multidisciplinary institution - Vidya Pratishthan has a beautiful and scenic educational campus spread over approximately 130 acres, where thousands of students are studying today in various schools and colleges, from different disciplines / faculties under one roof. As our college is situated in such a campus, having the potential of an independent deemed university, it is always ready to convert into a holistic multidisciplinary institution. Our apex body Savitribai Phule Pune University, Pune doesn't ordered us about the preparation of proposal regarding the conversion. Being an affiliated institution, we are waiting for the initiative steps from our mother institution in this regard and also for the direction from the State Government or affiliating university in this regard.

16. Academic bank of credits (ABC):

YES

17. Skill development:

To strengthen various essential skills among students, our college conducts many programs for students. As we consider the overall development of B. Ed. Student, there are mainly three sets of skills that we have to focus on. The first set of skills refers to 'life skills' second one is vocational skills and the last one indicate towards the generic skills which are required for the teaching profession. Training of vocational skills and certain life skills is a part of our syllabus. In first year B. Ed. Course, six micro teaching skills are developed. Reading skill, black board writing skill, Explanation skill, Questioning skill, Stimulus variation skill, Demonstration skill and

introduction skill are the micro teaching skills which sharpens an individual's teaching capacities to make him/her a confident teacher. To cope with the challenges of twenty first century education, technology based lessons seminars using ICT skills, Practical's and projects enhancing ICT skills are included in teacher training program. Team teaching lessons strengthens the social skills like working with others, commitment, collaboration, cohesiveness etc. In practice lesson and internship activity, whenever it concerns with content teaching ten life skills, namely Empathy, Problem Solving, Decision Making, Creative Thinking, Coping with Tress, Interpersonal Relations, Coping with Emotions, Critical Thinking, Effective Communication, Self Awareness are developed. Internship program is designed in such a way that it may convert in an ideal skill development program, if it is implemented in proper way. Our college does this in many ways. Preparation of teaching aids - Guidance and basic training is always given to the students by faculty for preparing relevant and novel teaching aids. A special workshop was arranged in 2021, for enriching their artistic skills like drawing, painting, sketching, paper cutting etc.

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

The ancient educational system of our country has an enriched heritage, with its ethics, core values and faiths. It is renowned for its comprehensiveness and spiritual aspects, having capacity of being a 'world leader'. Therefore legacy of Indian knowledge system has much to give to the students. Integration of Indian Knowledge system in today's B. Ed. Program is in indirect form. The curriculum of the B. Ed. Program lend itself to the Integration into certain concept in all the courses. Some courses such as paper No. 102, integration find a place directly in selected topics such as - Aims of education in ancient Indian education, functions and system of a family. In paper no. 202, multiculturalism and multilingualism in Indian and Global context. In paper no. 204 Guidance and Counselling, in paper 106, 107 and 205 - The pedagogy courses deal with methods of teaching, role of the teacher, organization of the curriculum, classroom management and methods of evaluation. Thus the appropriate integration, either in direct form or indirect form is exist. During the teaching learning process, they are emphasized and discussed in great detail in the classrooms, through offline and online classes. Plan for classroom delivery in Bilingual mode. The teachers use both languages - English and Marathi during the classroom teaching because, though our college has separate two

divisions for two different medium students, Marathi and English respectively; the class is heterogeneous in many ways. The teachers therefore resort to bilingual instructions to ensure understating by all the students. The students are free to choose any of these two languages for writing exams, and completing tasks. Marathi medium students having Maths, Science and IT methods, are allowed to choose semi English pattern for writing exams, completing internship records and tasks. The course "language across the curriculum" help the students to understand the role of language in teaching learning. Efforts to promote Indian languages - Marathi is an ancient Indian language. Efforts are taken by the institution to promote Marathi language ' Marathi Rajbhasha Din' is celebrated on 27th Feb, of every year, to emphasize the importance of mother tongue in education. International ' Hindi Diwas' is celebrated on 14th Sept. of every year to emphasize the importance of National Language as a strong bond between the multilingual people of our nation. The traditional knowledge of food culture - programs were organized by the institution to promote traditional recipes and traditional millets. Efforts to promote Indian Arts - Students are trained in Indian arts to participate in cultural competitions. Separate teachers are appointed as Music and Art Teacher, who are ready to guide the students in acquiring the knowledge of traditional art forms. Efforts to promote Indian Culture - The Institution celebrates various religious festival. This promotes communal harmony and promotes the understanding of different cultures and traditions. Best practice for promoting 'Traditional Knowledge' under college GMC committee, many program have been implemented besides regular co-curricular activities, such as 'Palkhi', 'Bhondla' etc. at the institutional level.

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

As this is professional training course, syllabus consist of objective for each and every theory and practical course. It is focused on outcomes. theoretical part is knowledge based which enriches pedogogical aspects and practicum emphesises on skill enrichment. All the PLOs and CLOs of the course are clearly defided and practiced throughly throughout the training period. IQAC throughout the year monitors the whole process right from the begininig-planning, implimentation and end result that is fulfilment of PLOs and CLOs

20.Distance education/online education:

As college is affiliated to Savitribai Phule Pune University, Pune, it cannot offer vocational courses through online or

distance mode. In spite of this, college makes several efforts for 'Blended Learning'. The teachers of the Institution takes rigorous efforts to train themselves for the optimum use of technology for teaching and learning. Teachers participates in various online training programs and themes related to integration to technology. They use blogs, Google groups, Google sites, Whatsapp and another Google apps like Zoom, Google meet etc. to communicate and share resources with students. The teacher use a wide range of technological tools and apps and also promote their students to use maximum technological resources, so that the classes are always stays stimulated and engaged. While implementing the B. Ed. Syllabus, teachers and students produce a number of e-resources for their self-learning and also for school education.

Extended Profile

1.Student

2.1	176
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	210
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	38
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	87
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	84
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	88
File Description	Documents
Data Template	View File
2. Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	2325041.46
4.2 Total number of computers on campus for academic purposes	39
3. 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

Curriculum aspect of college is governed by Savitribai Phule Pune University. Planning, implementation of the curriculum is done in a transparent and effective manner through academic calendar. Academic process is streamlined with timetables, workloads and other administrative tasks. Teachers and students are also oriented during teacher orientation program and student induction program. In the beginning of the year faculty meeting under IQAC was held for smooth functioning of academic activities, GMC coordinator was appointed for the coordination of academic work. GMC prepared an academic calendar. GMC distributed the workload among the faculty members. Each faculty prepared their own outline of the work. The teacher guides the students with various teaching methods. The general orientation is organized for the students by GMC and give introduction of the syllabus, various activities and assessment procedure. Time table display on notice board and college website. Accordingly year plan implementation process take place under supervision of GMC and IQAC. GMC, representative of student teachers arranged the planning of co-curricular activities. Students participate in extracurricular activities. Stress management is a continuous activity and content is used to take the problems of people living in old age home. Social services are planned according to local need and planned out activities like water survey, old age home visit. Examination department prepared their planning about internal assessment, evaluation, and prelim examination. The feedback taken from the stakeholders for overview. Frequent meetings are conducted to take feedback and action taken report of the previous meeting. Corrective measures are taken wherever necessary.

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	View File

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

A. All of the above

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

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

A. All of the Above

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-PL0.pdf
Prospectus for the academic year	View File
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	View File

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

21

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	https://vpedu.org.in/pdf/B.Ed.%20Syllabus%20Final%2015.06.2016-8-7-16-FY.pdf

1.2.2 - Number of value-added courses offered during the year

1

1.2.2.1 - Number of value-added courses offered during the year

1

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

88

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

88

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

All 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	View File
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	View File
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.

Induction/ Orientation program is conducted for the newly admitted students. The syllabus is introduced by faculty, code of conduct also introduced. Syllabus included courses along their content and pedagogy courses .Students are made aware with the PLOs of B.ED.

Evaluation process is briefly tell by the examination departments. To develop and enhance and professional capacity and constructivist teaching learning skills which include microteaching skills.

In internship program student teacher gets an opportunity for career experience by the principal and exploration and development to learn new skills. Internship program is for 20 weeksThe student teacher does all the duties of normal teacher, including lesson planning, gradingand dealing with the student's committee members and teachers. They learn use of various learning methods , how to manage difficulties of differently abled students. Theyget acquire the multiple intelligence, emotional intelligence, cognitive development, critical and creative thinking. Internship is done systematically every year.

With the co-curricular activities held in college and school internship the student teacher is prepared for the working world .They acquire cooperation, teamwork, leadership, self-management through that activities Trainee teachers pick up ethical behavior.

Studying the thought of Indian Philosopher and western philosopherbecome familiar with all diversity across other school systems.

Teaching learning competencies which include in reading and reflecting on text it enhance the capabilities as a readers and writers .

Critical understanding of ICT provides opportunity to learn and prepare multimedia presentation.

Basic of Research projects are done by studentsand develop critical thinking.

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	View File
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

In this streamline the students are made aware about the development of the school system throughout studying various communication policies Acts in syllabus .Curriculum cover the theoretical aspects gives a broad perspective of various boards such as Indian school certificate (ISC), secondary school certificate (SSC), central board of secondary education (CBSE) .The educational thought of Western and Indian philosopher thinker which familiarizing the students about the curriculum.

Preparation of different board school lesson plan students are known the comparative study of curriculum framework, syllabus, textbook of various boards, curriculum implementation, evaluation process by preparing assessments strategies and tools in internship.

The students are exposed to different pedagogical approaches, practical's of boards in schools .Student observes various lessons, teaching and learning methods, schedules of academic calendar. Interactions between faculty members, teachers, headmasters, office staff, students observed by student teachers. Attends school fulltime to take information about school records. Learn about formative and summative evaluation, organizes a variety of extracurricular activities on their own initiative.

Course 104 Assessment and evaluation for learning caters choice based credit system (CBSC) to various forms of assessment of different boards. Credit based evaluation, Open book examination continuous and comprehensive evaluation (CCE), feedback

assessment, self-assessment ethics.

Course paper 203 School and Inclusive School visit to school/Interview of H.M.regarding policies and practices of the school for developing an inclusive culture studies by student teacher.

In the study of adolescent learner theyembrates variety ,aware of individual variations in development progress; the child's thought process, physical and mental problem.

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 designed curriculum helps students to understand the interconnection of various learning engagements. Perspectives of Education, Specialized courses, practicing for constructivist teaching learning these three areas are interconnected. To develop the perspectives of education theoretical knowledge, various core courses are included in the syllabus .The efforts made by the institution with the help of Academic Calendar planning. Time table also depicts interconnectedness into various learning engagements for the gradual developments of student as competent professional. Theory syllabusinterconnectedness with teaching competency I, II, and III.Academic year starts with teaching competency-I Microteaching. They focuses on different teaching skills, lessons .It enhance the skills classroom management, presentation with coherent and organized way. All activities are preparatory to actual practice lesson in school under guidance of guide teacher. The curriculum includes critical and crucial components likepractice lessons, internship.

All Departments plans about orientations, activities and then

activities are implemented. Internship program is a kind of course where aspiring teacher get to practice their skills in a classroom. School internship is a major part of B.Ed. Course for first year 4weeks with introduction, 16 weeks are allotted to second year to enhance rigorous professions training. Student perform activities during internship like co-curricular activities, lesson planning, professional teacher's observations, identify learning difficulties of student, implementing remedial material. They enhance academic experiences, co-curricular experiences and broaden their professional knowledge, become confident. Co- Curricular activities which acquire writing articles for "Darpan wall Magazine", organizing and planning of day celebrations, competitions, surveys etc.

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	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

110

2.1.1.1 - Number of students enrolled during the year

88

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

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

50

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

38

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

10

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

7

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	View File

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.

Students get enrolled on the basis of Maharashtra government rules and regulations. State common Entrance Test Cell, Maharashtra state, organizes Common Entrance Test (CET) for Marathi and English medium students before admission. Marathi medium CET is of

100 marks and English medium CET and English Language Common Test (ELCT) is of 150 marks. CET exam assess the students Teaching Aptitude, General knowledge and mental ability.

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

Institution conducted a Content Knowledge Test (CKT) of school subjects for newly admitted students. According to concerned subject, students given the test to check the content knowledge. After assessment of CKT weak students are identified. In our B.Ed. curriculum, 'Understanding of disciplines and school subject' (106) course is available. In this course, concerned subject Teacher Educator guides to all students about content knowledge. They also provides online resources to students for their improvement.

Institution provides a mechanism of Mentoring / Academic guidance and counselling through Mentor groups/ Diary groups. Mentor plays role of parent -teacher to support and resolves the problems. So all Faculties are aware about weaknesses and strengths of their Mentees and support them for their academic achievements and professional development.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs

Six/Five of the above

Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

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

One 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

15.1

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	View File

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.

For delivering the Course 101 to 107 and course 201 to 205, Teacher Educator uses lecture method, discussion method, Blended learning, Seminar, Presentations. According to content, mostly lecture method is used by Faculty .Some topics are convey by blended learning method. Every student is presenting a seminar of each subject with power point presentation. Some topics which is for open discussion . Mobile learning is also used for video showing and on that video, reflection is taken as a future teacher.

Some theory courses have practical's related to interview of Head-master, Science Teacher , Painter. Some topics are given for self-study. During simulation lesson Various Teaching methods lesson is taken according to subject such as Demonstration method, Laboratory method. Inductive-Deductive method, Question -answer, Regional method, Analysis - synthesis method. ICT based Project Based learning strategy is used for 111A practical 'Critical understanding of ICT'. For understanding of cooperative learning method, pair and share type is used for one topic.

In teaching competency II all students used Team Teaching, Technology based Lessons, Advanced organizer model, Inquiry-training model , Concept attainment model , Jurisprudential model as per method. Whatsapp tool is used for immediate communication .In B.Ed. 210 'Basics of research' practical, short research problem related to schools was taken into consideration. For this research Experimental, survey methodologies was used. Thus various modes are used for effective and enriching the teaching-learning

process .

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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	No File Uploaded

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

175

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	No File Uploaded
Any other relevant information	View File

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

Four 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	https://vpedu.org.in/pdf/ICT%20resources%20used.pdf
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

Vidya Pratishthan's college of Education has continual mentoring mechanism. College have arranged strong mentoring system. This mentoring system provides healthy atmosphere for development of students. All teachers provides continual support for development of students like mentally, socially, intellectual and emotional, professional abilities/skills.

In the beginning of academic year Dairy groups are formed as a mentor group. Mentor and mentee work together for their academic and professional development .Every Saturday meeting is arranged and it is mentioned in regular timetable. Problem of the students related to diverse need and teaching competencies such as micro-teaching, practice lessons, internship and action research work, group wise activities are discussed in the meeting. Student-teacher gets academic and non-academic guidance in the meeting. Teacher educator work as a parent-teacher and mentor of the students throughout the academic year. In some rare circumstances parents are informed for meeting.

B.Ed. course 111(B) Co-curricular Activity and Social service under this course various competition and activities are conducted according to Dairy group . Students are given activities and they plan it and distribute work in group and they themselves conduct the program and take responsibility of completion of that program,

in this way they work collaboratively. Because of that different types of inter personal and intra[1]personal skills are developed. Different attributes such as good communication, leadership, confidence, stage daring, team work, creativity etc. are developed among students. Thus continuous Mentoring is done by mentors and guides them for their future opportunities in teaching profession.

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

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

Two of the above

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

Creativity and innovation are fundamental to all disciplines and an essential part of the learning process. 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.

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

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

Cultural program- Old Age Home Visit

Vidya Pratishthan's College of Education, Baramati organized a field visit to old age home at Tadulvadi Tal.Baramati under the B.Ed.111-B 'Social Service' Activity. All Students visited Old Age home, Tandulvadi on 21 January 2023. The objective is-

To create awareness about social problems, sensitivity towards senior citizens and strengthen the bond between senior citizen and Student teacher.

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

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

Seven/Eight of the above

Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	
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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 with video graphic support wherever possibl	View File
Any other relevant information	View File

<p>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 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</p>	<p align="center">Eight /Nine of the above</p>
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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

<p>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</p>	<p>All of the above</p>
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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

<p>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	<p>Three of the above</p>
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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	View File

<p>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of</p>	<p>All of the above</p>
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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

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	View File

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

All of the above

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	View File
Any other relevant information	View File

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity

Four of the above

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	View File

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 of four weeks for first year and 16 weeks for second year. Schools for internship are allotted as per the medium of instruction. For Marathi medium, SSC board, granted or non-granted schools are selected. English medium CBSC, ICSE board schools are selected for English medium students in internship program. Internship school is allotted by college for first year students and Second year students can select school for internship by themselves according to their convenience. 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. Head of internship organizes orientation program for student teacher. 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 report with schools is given by the head of the internship department. Teacher plays an important role of facilitator, mediator, and planner. A short meeting is arranged with school principal and teachers. Role of school and school teacher is discussed in order to keep uniformity in assessment of student performance. Evaluation charts are provided for every activity and the orientation about evaluation process is duly given to school teacher Thus internship activity provides exposure to various school set up.

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

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

85

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

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

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal

impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Our college conducts internship program for teacher trainee as prescribed in the syllabus given by Savitribai Phule Pune University, Pune. Institution adopts effective monitoring mechanism during internship program. College follows well-planned and organised schedule for internship program. The role of teacher educator is very important. Teacher educator communicates with schools. They facilitate and monitor the internship program. Teacher observes all activities of student trainee like their lesson plans, attendance, preparation of practical, lesson notes, and observation of trainee by other trainee. Mentor will authenticate the report prepared by student teachers. School Principal allots the school for internship; he takes care of their regular timetable and orient to supervisor and mentor teacher. He gives information about rules and regulation which should be followed by student-teacher. School teacher supports and encourage student trainee in preparing lessons planning and activities. Classroom performance of student trainee is observed and evaluated by school teacher. School teachers gives various duties to students teachers like checking of answer, script organization of co-curricular activities, maintenance of attendance register, correction of homework, notebooks maintenance of classroom discipline etc.

Peer observation plays important role in internship program. Peer groups perform on various assigned duties of co-curricular events for its successful completion. They work collectively on each duties and activities. . Peer observation is part of an assessment in which students are evaluated and gives feedback to another student. The intended purpose of the internship fully achieved and they have gained many benefits from the internship

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 internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers /

Three of the above

School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	
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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	View File

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

2.5 - Teacher Profile and Quality

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

12

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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

03

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

195

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

College teachers are constantly taking efforts to keep themselves updated. College has done various subject in house discussions.

All faculty members are participated In house discussion on curricular and its implementation. The purpose of In house discussion is too aware about current changes of knowledge and development in recent policies. Teachers are getting ready for new trends and different issues in education apart from the teaching e.g. professors are study of social, political, educational affairs is always complementary to studies. Staff academic teacher deliver lectures on current development, current issue and educational values related e.g. technology and advanced teaching, mind mapping, research methodology, unemployment budget, stress management, yoga spirituality, core elements, Russ information program etc. after that, discussion session is held on it. Various workshops and FDP Programs attended by faculty such as Techno-pedagogy and andragogy, National workshop on 'Implementation of NEP 2020., FEEL TEACHER Learning and development intervention program organised by Mother institution. Honourable principal mam encourage all faculty to participate in webinar, seminar, workshop orientation programs, refreshers courses etc. our institution organises different type of FDP program and our teachers participate in this program. College provide self-appraisal form for faculty after that Principal Mam evaluated and feedback is given for development of professional efficiency. This mechanism is monitored to academic and professional growth.

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. As per the norms of SPPU, Examination department having CEO appointed by the college with two assistant faculty. CEO is the mediator between college and University In orientation program guidelines, planning and implementation of continuous internal evaluation is discussed in detail .The continuous evaluation includes almost all activities such as teaching competencies, practical, assignment and seminar, practice lessons, internship, prelim examination. The

schedule of CIE is prepared as per given timetable in academic calendar. 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. 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. At the end of the each activity marks has displayed. .Consolidated internal evaluation mark sheet 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	View File

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	View File

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

The Institution is affiliated to Savitribai Phule Pune University and strictly follows the procedure of conducting the continuous Internal Evaluation as prescribed by the University. Our Institution has Examination department which receives the grievances related to internal and external examination and assessment. All types of grievances related to evaluation is taken in to consideration by examination department. After completion all activities consolidated chart of marks are displayed on notice board. Students are instructed to cross check the marks given in the consolidated charts with their records. If, there is any corrections in marks they inform to exam department. College has internal exam committee. In case of absent students/ any accidental situation /medical reasons, re-exams are scheduled for these students. Criteria of marks in that type of cases is fixed if student is absent he is given 50% marks, and if students has medical issues they are given 60% marks. Final/ annual examination held by SPPU, during final examination any query regarding question paper send by University, it is immediately resolved by concerned University Exam officer. If the students have some doubts regarding his final results they can apply for Re-evaluation. Every year vigilance squads visits during final exams. There is no adverse remarks by vigilance squad regarding conducting the annual exam. College contact with university regarding any mismanagement in conducting examination from university side. The students can apply for Re-evaluation.

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

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

In the academic calendar of SPPU, commencement and conclusion dates are displayed on websites. According to the guidelines of the SPPU our institution has arranged meeting by IQAC with each Head of department with principal regarding academic calendar. After discussion, head of G.M.C. prepares Academic calendar of institution. As per the directions of the IQAC, G.M.C. head conducts the induction program about all over activities running throughout the year. G.M.C. In charge gives orientation about overall B.Ed. curriculum. 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. Orientation of B.Ed. 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. In academic calendar ICT practical's held according to batches. Cocurricular activities are arranged according academic calendar throughout the year. In that activity dairy group wise planning and organisation of each activity is arranged. B.Ed. second year 208 and 212 activities are taken group wise according to timetable. After completion of all activity, marks are displayed on student's notice board. Before Annual examination, institution has conducted a prelim Exam for practice

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

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.

PLOs and CLOs both plays an important role in the learning process. The P.L.Os is the measurable knowledge or skill that a student would have acquired upon program completion. This helps students and faculty to understand learning objectives and the outcomes of the program. The IQAC of the college and concerned department prepares the P.L.Os and C.L.Os as per local needs. Our institution prepared timetable of theory and practical work for attainment of C.L.Os. Evaluation of outcomes serves the institution as an effective tool for introspection and improvement. With effective teaching learning process students are guided with required mentoring, so they achieve the desired outcomes properly. Internal assessment of each activity is taken throughout the year. All courses prescribed in the curriculum are accessed properly with the help of internal assessment. Those students who are weak or absent have given opportunity to complete their work and getting along with other SPPU organised workshop on preparation of Evaluation Tools of B.Ed. program. Evaluation Tools was prepared by discussing with all participants. Evaluation Tools are approved by Board of Study and sanctioned by management council of SPPU. After completion of internal assessment final/ annual exams are conducted by SPPU. Internal assessment and Final results of SPPU is the way to assures the institutional alignment of stated P.L.Os and C.L.Os

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

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 itself indicates the development of personal and professional attributes. All activities are planned and implemented in line with program learning outcomes and course learning outcomes. For the development of professional attributes activities are conducted and monitored through mentor groups such as micro-teaching, practice lessons, internship program, ICT practical. In teaching competence 1st, in micro-teaching various skills practice are taken by the students. Skills such as introduction, demonstration, simulation, explanation, questioning, black-board writing skill. Students are trained to use various method according to their subject methods. Such as in science method demonstration method is used, in English method lecture method is used, for history method discussion method used. From internship program school work experience is given to students. Student-teacher get real classroom experience. Student-teacher developed through various perspective and pedagogy courses. It enables students-teacher to internalize the role of the teacher as a facilitator of learning, classroom manager. From practice lessons and internship, students get real classroom experience. B.Ed. practical 111(A) ICT skills and competences are developed through ICT practical. Skills such as intra personal and inter personal skills, organization and planning, implementation of skills, leadership qualities, confidence, stage daring are developed through activities. How to deal with social problems, empathy, social commitment, these skills are developed through social service.

File Description	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

87

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, communication skill, abstract thinking, critical analysis, inter and intra personal skill etc. To begin with the academic year institution organises Well-Come program for new admitted students to understand their strength Weakness and their needs. In micro-teaching teacher understands their confidence, attitude, stage daring. Through practice lesson real classroom experience is given to student. In second year, student-teachers are given internship program responsibility. They have to organise and implement various activities under internship program. ICT based skills and competencies are developed through ICT practical such as technosaviness, subject knowledge, content knowledge, hardware related skill, software related skill, browsing skill, presentation skill etc. Through co-curricular

activities Inter and Intra Personal Skills, Problem solving, Leadership creativity, Communication Skills Empathy these attributes are developed. Through stress management program students can cope with their stress of academic and non-academic problems. Thus in focus of our institution "Vision and Mission" College try to develop students learning needs through B.Ed. training program. With the help of PLO and CLO institute leads towards our Moto, to produce competent, committed and professional teachers and responsible citizens who will work as agent of social change in the society. Thus initially identified learning needs are catered through various assessment tasks.

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://www.vpedu.org.in/pdf/1%20year%20feedback%2022-23%20\(1\).pdf](https://www.vpedu.org.in/pdf/1%20year%20feedback%2022-23%20(1).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

0

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

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

0

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
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File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	View File
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	All of the above
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File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

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

0

File Description	Documents
Data as per Data Template	View File
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

01

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

3.3 - Outreach Activities

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

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

7

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

176

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	View File

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

176

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

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.

College of education conduct various outreach activities for B.Ed. students regarding social concern and support community enhancement. These activities are essential for developing students' social awareness, empathy, and participation.

Old age home visit: - College organized one-day field visit to old age home. One of the main purpose of this activity is to make them feel special, to make them happy and put a smile on their face. Different activities are arranged by student for them.

Environmental Awareness: College of education and Environmental

forum of India (NGO), baramati organized various activities to aware about environment like lecture series, tree plantation, international yoga day. The college is organized plantation program to nurture a healthy environmental awareness. The College takes an active role in developing eco-friendly environment in the campus. College organise different activities

1 Energy literacy

2 Consumer Protection

3 Superstition

4 Health awareness

5 Water literacy

Women Empowerment: - On 8 march the college organize event for women parents.

Birth anniversaries and death anniversaries of various social reformers are celebrated under the cultural department.

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

On august 5, 2023 college arranged the first activity i.e. the lecture on importance of millets and cereals in diet and their health benefits. Different days are celebrated under cocurricular department

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

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

0

File Description	Documents
Data as per Data Template	View File
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	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File

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

2

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

Three/Four of the above

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

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 Page 44/78 05-12-2023 12:17:55 Annual Quality Assurance Report of VIDYA PRATISHTHAN'S COLLEGE OF EDUCATION, VIDYANAGARI, BARAMATI DIST- PUNE 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)

2325041.46

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 partially automated through an integrated library management software named "SOUL" development by INFLIBNET. 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, Cataloging, Circulation, OPAC, Serials control & Administration. Users can access OPAC for search options such as simple & advanced search. The transaction feature allows to track the issue & return status of books, Missing, Reservation & Overdue charges. The library has three computers connected with internet connection. The college has provides Internet facilities in the computer laboratory instead of library. The staff & students utilizes these facilities. Students have free & easy access.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://vpedu.org.in/library.html
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

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

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	View File
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	View File

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

0.07880

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

120

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://vpedu.org.in/criteria4.html
Any other relevant information	No File Uploaded

<p>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</p> <p>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</p>	<p>Three of the above</p>
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File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

<p>4.3 - ICT Infrastructure</p> <p>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</p> <p>Computer Lab- Today's era is known as 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.</p>

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.

Utilization of ICT Department - 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.

Classrooms are ICT enabled which can accommodate 100 students, also equipped with glass board, DLP OHP. College has CCTV surveillance systems for security. Seminar hall and multipurpose hall have DLP projector facility.

College has a well equipped multipurpose hall with capacity of 500. The library is automated through an integrated library management software named 'SOUL' developed by INFLIBNET.

The office uses Computers for almost all Administrative functions. (100 MBPS) Broadband is used. The office uses Tally ERP for maintaining Finance accounts.

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

4.3.2 - Student – Computer ratio during the academic year

2.93

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)

D. 50 MBPS - 250MBPS

Opt any one:

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	View File
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)

1166072

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

Classrooms are also equipped with glass board, DLP system with display screen.

Maintenance of ICT Laboratory - ICT Lab. is maintained periodically.

Utilization of ICT Department - This lab is used to complete the practicals and projects of all students. Intercom Facility is also available.

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

Psychology Laboratory - It helps to develop aptitude, attitude, interest & overall development of personality.

Library - Library have Reference books, Textbooks, Novels, Critics, Thesis & Teaching Aids. Library Procedure and Maintenance - After admission process the first programme run by the library that is 'Library Orientation'.

Sports Complex - Mother Institution Vidya Pratishthan has huge sports complex.

This centralized facility is provided for all the institutions on the campus.

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

The annual maintenance control of the computer system and other electronic gadgets is outsourced from service providers for periodical checks.

File Description	Documents
Appropriate link(s) on the institutional website	https://vpedu.org
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	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical

Seven/Eight of the above

<p>aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable</p>	
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File
<p>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</p>	<p>B. Any 3 of the above</p>
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
<p>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 insurance (Health/Accident)</p>	<p>Three of the above</p>

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

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
22	89

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	View File

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

6

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

9

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

5.3 - Student Participation and Activities

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

At the beginning of each academic year, members of a student representative body are chosen to serve in the Vidya Pratishthan's College of Education. The college has been assigned a number of duties and responsibilities to the student representative's. The duties of the student council:-a) Encouragement to students for active participation in all co-curricular programmes. In order to fulfil the goal. The College appointed student teachers as a representative through interview. They perform their duties under the guidance of the General Management Committee (GMC) coordinator and principal of the college. A) Structure of Student Council: It consists of a) President b) GMC coordinator c) Student representative. B) Eligibility for the student representative a) Communicational skills and potential. b) All students maintain their role sincerely. Student council members are representative of various department such as library, anti-ragging, Darpan wall

magazine, computer department, health department, cultural department.D) Function of the council: -a) The General Secretary and the University representative do the representation of all the college programme.b) Preparing agendas for student council committee meetings.Women Empowerment: Student council member and college various activates are arrangedfor women empowerment..Alumni Meeting: Student council members are contributing to arrange alumni meeting.Student Welfare: Student committee members are part of the student welfare cell and play an active role in organizing activities and welfare related programs for the students.There is co-ordination between GMC and Alumni for sharing of new ideas activities.

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	View File

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

42

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

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the

development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Register of Alumni Teachers Union 14- 7 -2023. Alumni of Vidya Pratishthan's College of Education have been well placed in various fields like teaching, education, professional fields, educational and social work. The association was functioning since its inception. The mission of the Alumni Association is to foster a sense of loyalty and promote the general welfare of the institution. We celebrate our alumni annual meeting. There is a separate place in the college premises for their general meetings which is Vivekananda hall, where they can discuss, plan, and talk to each other and implements their ideas with the help of college faculty and students. We have created a registration form for all students, they can join this group. We encourage our students to keep our What Sapp groups going and join the alumni Facebook page so that we can stay connected with each other for a long time and they can also share their experiences, memories and any updates about vacancies or upcoming events. Some of our Alumni are involved with NGOs to counsel and help underprivileged children. Associated Alumni are active members of IQAC and CDC who deliver guest lectures from time to time. Two important contributions of Alumni are Placement and Internship. Role of Alumni is important for development.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	View File

**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**

One/Two of the above

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

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

1

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

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

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

The Alumni Group of the college is an active organization with many alumni members. It organizes formal alumni meetings to reunite with their friends, students, faculty members and management. The college highly respects the suggestions and use of the services of the Alumni for the development of organization in all possible ways. Many activities are organized for alumni. The college held regular meetings with its alumni association. Meetings are organized annually by alumni. These meetings provide a platform for the alumni to give feedback on the functioning and

infrastructure of the institute. Apart from the formal Alumni Association meetings, the college also supports the alumni in many ways like collecting suggestions through various networking platforms like Facebook, Twitter, What Sapp etc., feedback on existing curriculum, updates on emerging trends, etc. Discussion and debate are organized with alumni on a specific aspect of education. The Alumni association provides dedicated support in all activities of the college. • Short lectures on Soft Skills, Spoken English, Personality Development and skills to face Interviews, basic computer study in ICT lab. • The Alumni members are invited in faculty development programme.

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

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

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

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

College has a functional IQAC body since 2004. All the perspective plans in tune with mission and vision of the college are discussed and finalized by IQAC. IQAC comprises various stakeholders - management member, teacher, expert from educational field, student

participation and non teaching staff.

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

File Description	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 incharge of the institution. In addition to the College Development Committee, the college has a functional IQAC.The institution's daily operations are overseen by the IQAC under the guidance of Pincipal.After IQAC the GMC plays and important role in decision making.Various department head , different committee head helps for smooth functioning of college under the guidance of IQAC and GMC.

GMC takes regular meeting and reported to the IQAC. Student GMC with respected department also participate in decision making. if student wants to discuss regarding the academic work they contact with Student GMC head , then he or she contact with department . In charge of Department ,GMC head and IQAC called the meeting. During the entire academic year, all sub committees participate in solving issues of interest to the department, where each committee member is free to make decisions. Students actively participate in various campus activities. It brings doing effective and relevant work and promoting collaboration between management, staff and students.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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

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

Administrative: - Maharashtra State Entrance Examination (MH CET), which is administered by the state government, serves as the basis for admission. The communication of all necessary information helpstouph oldadministrative

transparency. Alltheactivitiescarriedoutbytheorganization. Relevan tinformationtotheorganisationsinvolvedandkeepsdocumentationofit.

Academic:-

At the start of the Academic Year, both teaching and non-teaching staff members are given additional responsibilities in addition to their usual responsibilities. Committee and department in charge have been granted freedom to organise and carry out their

activities. They prepare their activities at the start of the academic year and submit it to the principal's for final approval before carrying them out. Teaching staff members have the opportunity to apply various teaching techniques and technological advancements while teaching the subject in a way that suits their interests. Student teachers have the opportunity to select the interested elective courses. Additionally, they are free to attend any school of their choice for their internship and all practice lesson. Academic marks of every department are displayed on notice board.

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, under the guidance of IQAC different committees and departments are created to prepare a strategic plan for the event and a regular meeting will be held on implementation and results possible plans. Head of department meets regularly to discuss and resolve questions. The responsibility of informing the head rests with the various teacher-in-charges. It is a disciplined practice that is strictly adhered to. The activities like Student Admission, orientation of syllabus, Student attendance, Syllabus completion, internal assessment, and library function. Library has an important role and it is known as knowledge resource centre Institutional perspective and strategic plan was successfully implemented by the library committee. This was achieved by developing an action plan as the following at the beginning of the year, library committee was formed. The meeting was held on the budget allocated to library for that academic year. The librarian collected the list of the books, journals material, and school textbook and stationary. The committee's discussed the allocation and utilization of the library budget is finalize by CDC meetings. To enhance the reading skill various activities are organised by library the beginning of the year library visit is arranged for student's .Open access in the library is provided for the student.

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.

The Principal of V.P. College of education, Baramati is in charge of running institution and is solely answerable to the department of higher education. The College development committee (CDC), the principal, teaching staff, nonteaching personnel, and students contribute to the college's organizational framework. The Management of the college is the highest decision making body. There is a particular set up of each department for working.

E.g. 1) The college has a General management committee (GMC). In the first IQAC academic meeting GMC head is selected. Under the guidance of IQAC, GMC distribute the various department to the faculty. GMC prepared academic calendar. The work of all department is completed as per the academic calendar.

2) The college has an examination department. The COE of the exam department is appointed for three years. All the internal marks displayed on notice board for transparency. Internal marks are moderated by Savitibai Phule Pune University; Pune moderation committee.

3) Placement Cell: The College has a functional Placement cell. Placement officer is appointed for 5 years by the college. Training program are organised for future opportunity to the students. By Working with various entities, the placement cell helps to place students in schools & colleges.

4) Appointment and service rule:-Recruitment is done as per NCTE, UGC and university norms. The college roster is checked by the reservation office of the university and then the number sanction post are advertised. Selected candidate approved by the university as per their norms and regulation.

File Description	Documents
Link to organogram on the institutional website	https://vpedu.org.in/pdf/college%20Tree.pdf
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	View File
Any other relevant information	No File Uploaded

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

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

IQAC inform to the health and yoga arrange the one day workshop on Stress management. For this the responsibility of the workshop was

given to Asst.Prof kale varsha .Workshop was conducted under the observation of Prin Sau.sangita Gaikwad and IQAC head Asst.Prof Darade Meghana.

It was decided to arrange the lecture series based on stress management.

Objectives:-

- 1 To reduce the stress through yoga
- 2 To develop the stress management skills in their life.
- 3) To increase the aspects of personality.

Implementation:-

In charge of this event Asst.Prof kale varsha and Asst Prof Geeta Joshi had inform about this series to the students.

Output of the Programme: -

It is found that, students became aware about physical and mental health.

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	View File

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

Facility for teaching and non-teaching staff Teaching employees: - Casual Leave, Medical Leave, Refresher/ Orientation Leave, Provident Fund Maternity Leave, Staff Quarter Gratuity.

Non-teaching: - Casual Leave, Medical Leave, Provident Fund, Maternity Leave Advance Salary, Staff Quarter, Gratuity

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

Institution has a 'Nakashatra Garden' which is design based on 27nakshatras. Trees are planted as per Nakshatra.It has all kind of medicinal plant. College has centralize GYM facility which is free of cost for men and women. Instalment facility in academic fee to students. Institute provide primary facility of medicine such as ambulance, medical kit. Institution organizes VP talk for the intellectual growth of teaching and non-teaching staff. Institution has arranged various entertaining program like Hurda party Bhondla, youth festival.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	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

5

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

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

0

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

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

3

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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.

In accordance with UGC guidelines for the employed of faculty in the institution has created a thorough performance appraisal system for both teaching and non-teaching employees. The evaluation of the performance of the faculty is based on a number of factors. Faculty involvement in evaluation-related activities like paper setting, invigilation, evaluation, practical exams, and viva voce.

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

Non-Teaching Appraisal system: - Self appraisal system is functioning in the college for non-teaching staff also. At the end of each and every academic year non-teaching staff fill the self-appraisal form .The effectiveness of non-teaching staff is evaluated by a variety of criteria, including professional competence, performance, personal traits, co-worker and public interrelation, as well as staff-student relationships. Principal look after the overall performance and records the remarks.

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

6.4 - Financial Management and Resource Mobilization

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

The mother institution's internal audit is carried out by an independent audit department. It takes place often. The college constantly performs internal and external financial audits. Internal audit conducted quarterly in a year by the audit department of the mother institution. External audit is conducted annually by Mr.Pritam S.Pahade.Two levels of financial auditing are in place at the college. All the audit reports are displayed on website. Each and every financial transaction is mentioned on audit report. It is mandatory for transparent mechanism. The college's Finance and Accounts department operates in a transparent manner thanks to the use of the "TALLY Software for E Governance." This contributes to staff efficiency and increases financial transaction accuracy. The annual books of accounts are regularly audited by the college. Each financial transaction and event is kept in its own separate file by the administrative office. Auditing is made easier because the books of accounts are properly maintained by the administrative office. Audit report is submitted to Shikshan shulk sammittee, Mumbai for fixation, B.Ed. Course fee. Audit is inspection of various books of accounts by an auditor followed by physical checking of inventory to make sure that there are three main types of audits External audits, Internal Audits and Internal Revenue Service audits. External audits are commonly performed by Certified Public Accounting firms.

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

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

Regular and consistent budgeting and accounting procedures are used for mobilization of funds. The college's Finance and Accounts department operates in a transparent manner. The sources of income are the fees collected from students in accordance with NCTE and Savitibai Phule Pune University, Pune (Affiliate University) regulations. Another source - Money received for prize distribution.

1 Bheda Sikchi & Sunita Ranpise Paritoshik- 500/-

2 Late. Shreemant Kalavatidevi Suryavanshi Paritoshik -500/-

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

4 Late.Shobha Salunke Smruti Paritoshik- 500/-

5 Late Mahadeo Virkar Paritoshik - 500/-

Utilization: - A financial committee has been established to oversee the best possible use of cash for different ongoing and one-time expenses. The budgetary allocation is monitored by the principal, the budget committee, and the accounting department.

Procedure:- College prepared the budget .The budget includes recurring expenses like salary, electricity and internet charges, stationary and other maintenance costs. Budget is sanction by management. Institutional auditor certify the financial statements in every year.

Utilization Of resources:- Depending on the amount of money available, teachers may be granted travel funding to deliver research papers at or attend national or international conferences in India or overseas. The selection of sufficient and skilled lab workers and system administrators ensures the efficient use of the infrastructure. Developing innovative teaching-learning strategies ensures maximum utilisation.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
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. The College Development Committee (CDC) and faculty members attend monthly meetings that the IQAC conducts in order to accomplish this goal. The IQAC with the help of GMC creates a thorough annual calendar that details the activities and events to be held during the academic year based on proposals and feedback from all members. Arranging meeting dates and agendas is an essential duty that the IQAC with GMS regulates and facilitates. The NAAC's certification criteria and procedures are monitored and enforced by the IQAC.

Activities: - 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. 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.

The fulfilment of Mission and Vision depends on the excellence of academic teaching learning process. IQAC plays an important role in teaching learning process. IQAC decides the agenda for the planning of academic year. IQAC conduct 3 meetings for smooth functioning of teaching learning process. College has the strong mechanism called GMC.

GMC comprises various department and representative of all the department in coordination with IQAC.GMC coordinator prepared the academic calendar under the supervision of IQAC. Proper allotment of theory course, pedagogy and teaching competency is given in the timetable.

Department wise activities are discussed in consideration with allotted credit by university. Each department has it specific

planning regarding all curricular and co-curricular activities throughout the year. Department in charge arranged orientation and activity schedule for the student before the activity run.

Assessment process is carried out by after each and every activity. All the marks are displayed on notice board. Continuous evaluation system is the core part of teacher training programme which gives continuous feedback result into remedial coaching also.

IQAC collect feedback of teaching learning process each academic year. Feedback department analyse the feedback. IQAC gives the feedback report. The Principal gives valuable suggestions for enhancing teaching and learning according to the feedback they received from the students.

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

11

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

<p>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</p>	<p>Four of the above</p>
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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_22_23.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://vpedu.org.in/pdf/iqac22-23.pdf
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• 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

IQAC plays dominant role in development of professional attribute of student teacher and effective teaching learning process.

Staff Academy: - staff academy is the practice of the college to develop intrapersonal and interpersonal relation of all the faculty members (Teaching and non-teaching). Various lecture is

arranged for sharing a new ideas, knowledge to each other. Also the theme "Grow with Green" is adapted by the college. All the guest felicities by giving sapling.

Skill Development Programme: - In order to develop profession attribute among student teacher skill development program is initiated in the college. Nandi foundation arranges 6 days training program, this will help for skill enhancement and placement.

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

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

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.

Energy policy of the institution is committed to improving environmental awareness among students. To harness solar energy for the purpose of powering various facilities, solar panels have been set up on campus rooftops. This project not only reduces the college's dependence on traditional energy sources but also sets a positive example for the community and students. This energy strategy showing by the institution focus is on introduction and

use of natural energy sources. It is an excellent step towards utilizing alternative source of energy. They can help VP College of Education in Vidyanagary, Baramati generate clean and renewable electricity, reducing reliance on traditional power sources. This process helps institutions become more energy-efficient and environmentally friendly. 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. The institution conducts environment awareness initiatives that teach staff, pupils, and educators of the importance of sustainable energy conservation. Institution showcases a commitment to creating an environmentally responsible campus through its extensive energy approach and sustainable practices. Students are trained to conserve energy by switching off the lights and fans in classrooms when they leave after the class.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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.

Vidya Pratishthan College of Education (VPCE) has focused on waste management policy and procedures Institution collects waste such as leaves of tree, waste from household activity. Then processed on it and recycling. The waste water includes gray water from wash basin, pantry and black water from toilets. The recycled water is used maintaining greenery in the campus via drip irrigation. Storage capacities within the campus holds up to 10 lakh liters of water in tanks and wells.

The college offers separate bins for various waste streams, including paper, plastic and organic waste streams.

Solid waste is collected and converted into fertilizers by composting process. This fertilizer is used for plants in the campus. This compost is then used to landscape and garden the

campus. Paper which is plain in one side is again used for printouts. Through Environment Forum, the mother institution runs awareness campaigns to teach students, faculty and staff on waste management best practices and how to reduce waste, reuse materials and adopt sustainable consumption practices.

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

Institution has well-established waste management policies and sustainable practices demonstrate its commitment to a cleaner and more environmentally friendly campus. These efforts are in line with worldwide efforts to reduce pollution and encourage responsible use of resources.

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

Four of the above

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

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

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
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	View File

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

Four of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	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)

35870

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 nongovernment campaigns. The display boards of environmental awareness, use of different resources, social harmony, unity and moral values are displayed on the college campus. College plays an effective role to develop eco friend on the campus. The college regularly organizes different activities for inculcating the

values of tolerance, harmony towards cultural diversities. It helps to nurture social awareness and responsibility among the student teacher. The college thereby celebrates Independence Day, Republic Day, Gandhi Jayati, Rashtriya Ekta Divas every year with great honor and respect. These programs organized by the college promote to fulfill the value framework which is the key area focused by the college at the beginning of the every year e.g. teamwork, time management, good moral conduct, quality practices and peaceful co-existence.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The 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

B. Any 3 of the above

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	View File
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 cocurricular 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	View File

7.3 - Institutional Distinctiveness

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

Vidya Pratishthans College of Education was established in 1990 on self-financed basis. The focus is given on skill development, career[1]oriented programmes which college has brought all this aspects under curriculum implementation and enrichment. For the holistic development of student's variety of activities are conducted in curricular, co-curricular and extracurricular activities etc. Mentoring and active learning are two high light of this professional college. To cope up with new challenges college adopted "stress management" theme which incorporates all academic co-curricular activities, it helps to boost the mental health of student. The college always takes effort to make the students capable of being competent and successful teacher in future.

Priority- Employability: The institution focuses on placement programs which equip the students for employment and entrepreneurship. Employability enhancement skills training are given. Stress management Value-added Certificate course is organized every year .

Thrust area: - Vidya Prathishtan B. Ed College focuses on providing quality education to rural students. College is aptly used technologies & promoting inclusive education. College gives importance to enhance skill development for employability through curriculum. "Placement Cell" is working with its full spirit. "Carreer Katta" guides the student. Effective feedback process has done every year. Educationally disadvantaged students are brought into mainstream, through revision and rearrangement of term exams and tutorials. It reflex in our results. Usually the result is 90% and above.

File Description	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