



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**BHIMA SHAIKSHANIK NYAS,SUBHASHANNA KUL
COLLEGE OF EDUCATION**

**A/P-MADHUKARNAGAR-PATAS,TAL-DAUND,DIST-PUNE
412219**

www.bhimanyas.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Bhima Shaikshanik Nyas, Madhukarnagar, Patas Taluka Daund Dist Pune, Maharashtra is established in the year 1994. The said Nyas was established by the visionary leader Late Subhashanna Kul who was the MLA of Maharashtra legislative Assembly. The objective of establishing these Nyas is to bring out education within the reach of rural students and also to poor and needy but deserving students. Presently the working of the Nyas is under the able guidance of MLA Rahuldada Kul. He is the president of the Nyas. Apart from his political involvement he is a social activist and is known for his social working. He is presently representing the Daund Constituency in the Maharashtra Assembly. Bhima shaikshanik Nyas is running the B Ed College and ITI Institute.

The Institution works in the area of teacher training and is trying to inculcate the value of education, attitudes, and mindsets, and to develop teaching skills. Our college also is trying to inculcate modern teaching techniques and trends in education. We concentrate more on the teaching/learning process, the participative learning methodology, and the quality of education. We make our students inculcate affection towards the society at large and the profession in which they are working.

Our college has well qualified and experienced staff, the infrastructure is very nice with all the requirements, the seminar hall, and the computer laboratory with 30 computers having internet and Wi-Fi connection, very spacious playground. Our intake capacity is 100 students at the entry-level and we have more than 90% capacity-filling number of students. Our examination results are also more than 90% with a good track record of placements. We have all statutory and non-statutory bodies established for ensure smooth conduct of routine work. The staff is qualified as per University and UGC norms.

The important fact is that our college is affiliated with Savitribai Phule Pune University. Our college is established in the year 2005

We provide guidance on important issues, guidance for the CET examination, we provide guidance for the study of the TET examination, and we are regularly conducting curricular activities. The due provision is made for the internship program of students. We provide them the opportunity to teach the school and junior college students. We abide by the rules and regulations of the University, UGC, and the Government of Maharashtra. Further, we provide the scope for the scholarship to reserve category students as per the government rules. We have zero-tolerance policy in relation to discrimination on the grounds of caste, religion, language, and gender. Due weightage is given to reserve category students at the time of admissions, also the girl students are given weightage as per rules.

Vision

Subhashanna Kul College of Education is committed to quality education for the students of Education and tries to inculcate Value and Moral Education. We make the teaching-learning process scientific and more reliable for creating good citizens of our country.

Mission

1. To inculcate moral values for good education.
2. To develop teaching skills in students to make them good teachers in the future.
3. To inculcate the policy of harmony among each other and to respect each other.
4. To create and develop the Research environment.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The college is located in the area of Bh?ma Sahakari Sakhar Karkhana, Madhukarnagar, Patas tq, Daund Dist. Pune. The college has a good premise in 05 acres of land.

The college has well-qualified teaching and Administrative staff.

Our college has the best possible Work Culture.

Our college is situated in a rural area with the objective of upliftment of rural and poor students.

We provide good opportunities for students for internships in nearby schools. This is conducted as per university rules.

The college has good connectivity by Road as our college is situated near Pune-Solapur High way.

Institutional Weakness

Our college is a self-financing college so our only source of income is fees collected from students and we do not charge extra fees. So raising finances is a constraint.

Our limited intake makes the growth of our Institute at limited pace.

Institutional Opportunity

Our college has good high schools and a Junior College nearby so our students get a chance to good teaching practice.

We have the opportunity to start M. Ed in the near future.

Ours is the only Education College in Daund Taluka so the students from this Taluka get an opportunity to continue their education from our college.

As SPPU has introduced the CBCS to the students we are making various subjects available for the study.

Institutional Challenge

The important challenge is to raise finances as we have limited strength.

It is difficult to get staff with Doctoral Degrees.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our college is affiliated with Savitribai Phule Pune University so we follow the curriculum framed by SPPU. At the beginning of the Academic Year, the college prepares the Academic Calendar. This Academic calendar is in accordance with the Academic calendar displayed by the university. Further, the said academic calendar is approved by IQAC and then approved by the principal and is implemented. The curriculum is worked out through the timetable prepared by the Head of the Departments and individual time table is given to faculty members. This timetable is strictly followed. The faculty members prepare teaching plans in advance. In addition to classroom teaching, we are making arrangements for curricular activities. College is engaged in celebrating the Birth and Death anniversaries of national heroes. Also, we are conducting programs on women's empowerment, gender equity, teacher's day, Independence Day, Republic Day, Yoga Day, and various events from time to time. The Academic calendar consists of provisions for examination, both internal and external. The extension activities are conducted in order to attain holistic development of the students. We also conduct programs on tree plantation, blood donation, and sports programs. The college makes provision for a teacher's internship program. Our college has the understanding with various nearby schools. The said program is worked out as per the university rules.

The timely meeting of the college committee is conducted by the college. The IQAC meeting and other meetings are periodically conducted. At the commencement of the academic year, the admission process is worked out. Our admissions are centralized and governed by the Government. The due weightage is given to the reserve category students and female students as per the rules.

Moral and value education is given importance as a part of the curriculum.

Program outcomes and course outcomes are properly dealt with by the college. This is taken from the syllabus.

We are also conducting value-added courses during the year. This is to develop the students as a good teacher. We are also conducting a soft skill program in the college. The feedback is collected and analyzed by our college from all stakeholders and due action is taken. Alumni keep on contacting the faculties from time to time.

Thus the curricular aspects are efficiently and effectively dealt with and all essential provisions are being made to conduct smooth and effective work.

Teaching-learning and Evaluation

The main aspect of education is teaching, learning, and evaluation. This includes the interaction with students also problem-solving method is a part of that. Our college adopts a student-centric method for better understanding of the students.

The college follows the modern technique of teaching which is now assisted by modern and scientific methods. Some critical aspects are explained by means of PPT presented in the classroom.

The participative teaching and learning process is encouraged by our college. The learning material is shared with the student in advance. The teachers prepare the teaching plan in advance and accordingly, the class room teaching is carried out.

The main feature of this concept is practical training for the students as such we organize the sessions for the students in schools and junior colleges. The feedback is collected and students are accordingly informed for improvement if required. The internship program is strictly carried out in accordance with the university standards and requirements.

The internal and external university examinations are carried out as per university norms. The students are engaged in practice sessions prior to university examinations.

The college library is well equipped with textbooks, reference books, and previous examination papers which are made available to the students for home reading as well as for reading room, this makes the self-study possible.

The assessment of the examination papers is carried out and the result analysis is prepared, this is made known to the students, and suggestions are given to the students for improvement if required.

The internal examination papers are set by the college faculties according to university standards. The assessment is also carried out by our faculties. The student admissions are conducted as per government norms, these admissions are controlled by the Central Admission Process, conducted by the state CET cell, and controlled by DHE and ARA of Maharashtra state.

Infrastructure and Learning Resources

The college infrastructure is well-designed and organized. We have a spacious college Building with ample space for a Playground. The total land available is 10 acres. The Built up area is 3010 square meters.

We have a spacious college library and reading room which is partially automated and we are in the process of fully automation of our college library. The teachers and students have access to the library books and reference books. Our college library has a sufficient number of journals. The college is also providing an ICT facility. There is a separate Examination section, and the entire college building and premises is under CCTV surveillance. This arrangement is for ensuring the safeguarding of the students and staff, especially female students.

The college has constituted all statutory and informal committees for overall governance and workings. The college has made sufficient provision of budget and the accounts are audited by the certified Auditor at the end

of the financial year. The college has well well-equipped computer laboratory with the required software. The college has well-qualified staff and a qualified/ approved principal. We have the availability and access to nearby High schools for conducting the internship program. Our infrastructure and learning resources are as per University and Government standards.

Student Support and Progression

The college supports quality student facilities. Our college is located on the Pune-Solapur highway so we have good connectivity. The parking facilities and sports facilities are available on the premises of the college. Our college has a Girls' common room, a Boy's common room, Pure Drinking Water, and books from the library are available for the use of students. The college has made provision for separate toilets/washrooms for boys and girls. The staff is appointed to carry out cleanliness. The student welfare activities are taken care of.

Our college has a good track record of placements of our students, some students are working as school teachers at granted/no granted institutions. Some students are engaging in their own classes and also their own schools. Our college examination results are more than 90% always. The student council is working and we have a good Alumni network. Our college is also offering guidance to the students for national-level competitive examinations like NET/SLET/TET/CTET the students are appearing for these examinations. Our students are also continuing their higher education. Thus our student progression and progression is as per desired norms. And quality is duly maintained.

Governance, Leadership and Management

The management of our college is with the visionary leadership of MLA Rahuldada Kul. He is working for the well-being of the college. Through governing council meetings he is providing guidance to college authorities for providing quality education. Our management and leadership adopt participative leadership. The college authorities have regular interaction with the governing body members. The Institute has MIS information relating to Administrative and Academic aspects. This information is shared with the college to make appreciative decisions for quality education.

The college office and management are transparent in their process of decision-making. The college follows the principle of division of work, effective and efficient working.

Our college adopts strategic planning in academic and administrative planning.

The college has established statutory and informal committees, and through these committees, the grievances are worked out.

The financial resources are utilized properly and funds are allocated appropriately by the management.

The audit of financial statements is carried out at the end of the financial year by the certified auditor.

The governance and leadership work strictly in line with the vision and mission of the college.

Institutional Values and Best Practices

Our college and management are concentrating on the institutional values and the best practices our college has undertaken. Our college is committed to imparting quality education. The college is planning to inculcate moral values and quality education.

All aspects related to education are strictly followed and adopted. The college is following all rules and norms of the university and the Government.

We are imparting quality education required by society and the possible future changes. We are also preparing for NEP to be implemented from next academic year.

The college is engaged in curricular activities and extension activities to ensure the holistic development of the students. Value-added programs are conducted for this objective.

Our college plans for an interactive and participative teaching-learning process so students get a chance to interact with teachers. Further, we follow Student Centric Methods for the overall development of the students as one of our best practices.

Inculcation of social responsibility is another best practice. Through our best practices, we inculcate social values and social responsibility as Indian citizens.

Research and Outreach Activities

This criteria deals with the aspects of Research activities and outreach programs conducted by college and college staff. The college is actively involved in research activities and outreach programs during the academic year.

The IQAC committee constituted by the college promotes research activities. Every year the committee meetings are held and an outline for research activities and outreach programs is prepared.

At the institutional level our college promotes the participation of faculties in attending seminars, workshops, and conferences so that the research environment can be promoted.

The institution has conducted seminars at the state level and our faculties have attended seminars and conferences at the national level.

Our teachers have undertaken the research work to obtain the Ph.D. degrees.

The college authorities are encouraged to participate in different research activities and to present research article/paper.

The college conducts extension activities to promote social responsibility. This includes blood donation camps, tree plantations, Voter awareness programs, and Women empowerment programs. These programs are helping in inculcating moral values.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BHIMA SHAIKSHANIK NYAS,SUBHASHANNA KUL COLLEGE OF EDUCATION
Address	A/P-Madhukarnagar-Patas,Tal-Daund,Dist-Pune
City	Madhukarnagar Patas
State	Maharashtra
Pin	412219
Website	www.bhimanyas.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Neelima Narayan Tikhe	02117-222312	9890861181	-	sakbedpatas@gmail.com
IQAC / CIQA coordinator	Vijay Anand Jadhav	-	8275465590	-	vijayj167@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	28-05-2015	120	Continuing
INC	View Document	11-09-2008	210	Continuing

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	A/P-Madhukarnagar-Patas,Tal-Daund,Dist-Pune	Rural	10	3010

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,	24	Graduations	Marathi	100	100
PG	MEd,Education,	12	Graduation	Marathi	50	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				14			
Recruited	0	0	0	0	0	0	0	0	6	8	0	14
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	5	2	0	7
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	1	1	0	3
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	1	0	0	0	0	5	8	0	14
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	1	1	0	2	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	25	0	0	0	25
	Female	80	0	0	0	80
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	1	8	3	2
	Female	5	9	9	10
	Others	0	0	0	0
ST	Male	0	2	0	0
	Female	0	1	0	0
	Others	0	0	0	0
OBC	Male	3	3	3	4
	Female	12	10	9	8
	Others	0	0	0	0
General	Male	21	16	16	16
	Female	40	51	55	55
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		82	100	95	95

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The institution is committed to realizing a transformative vision that embraces a multidisciplinary educational approach. Our strategic plan underscores the significance of Teacher Education Courses as integral components of the undergraduate program. This emphasis is designed to enrich the holistic development of individuals, nurturing their intellectual, aesthetic, social, physical, emotional, and moral dimensions. At the heart of our commitment lies the provision of skill-based and value-based education to our students. We believe that education should go beyond the confines of a single discipline. Therefore, we offer an array of skill-based value-added courses for those who harbor a</p>
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	<p>passion for exploring diverse areas of knowledge, such as B.Ed. Furthermore, we take pride in our affiliation with a university that already offers an accredited integrated teacher education program (ITEP), recognized by the National Council for Teacher Education (NCTE). This affiliation aligns seamlessly with our mission to provide our students with a comprehensive and well-rounded education that extends beyond conventional boundaries. In essence, our institution's vision is a testament to our dedication to fostering educational excellence and holistic growth. We are committed to preparing our students for a rapidly evolving world by equipping them with the skills, knowledge, and values necessary to succeed in any endeavor they choose to pursue.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Our college is keenly aware of the challenges students face when they need to obtain duplicates of their certificates or mark sheets due to loss or damage. In response to this issue, we are actively engaged in the implementation of a digital depository for academic awards. By digitizing academic records, we aim to provide a seamless and efficient solution for educational institutions, students, and employers, offering them convenient online access for retrieval and verification. This transition to a digital system also serves as a safeguard against fraudulent practices, such as certificate forgery. It is worth noting that as our college is affiliated with S.P.P.U, Pune, all certificates and degrees are issued by our university. In compliance with government directives, our university has taken the initiative to register with the National Academic Depository (NAD) portal, where students' academic records will be securely stored. This forward-looking step will prove advantageous to students pursuing higher studies, as it establishes a trustworthy, authentic, and easily accessible platform for accessing, retrieving, and validating their academic awards. Moreover, our institution is committed to enhancing student-centricity and fostering interdisciplinary education on a national scale through the establishment of the Academic Bank of Credits (ABC). We have diligently aligned our course structure for B.Ed. with the requirements outlined in the National Education Policy (NEP) of 2020, dividing it into two academic years with distinct credit allocations. To stay current</p>

	<p>with best practices, we actively encourage our faculty members to engage in professional development programs, webinars, and workshops, facilitating collaboration with external agencies for the exchange of ideas and innovative practices in education.</p>
<p>3. Skill development:</p>	<p>The development of various skills is a central focus of our institution, achieved through a dynamic array of activities. We foster skill development through workshops, seminars, and social engagement. These skills are further reinforced and enriched through our commitment to social responsibility, demonstrated by initiatives such as blood donation camps and providing food items to orphanages, as well as through the execution of a wide range of social activities. Our co-curricular activities are designed to instill a sense of social service and entrepreneurship development, aligning with global standards and the expectations of employers, society, and our local community. We take pride in our exclusive Skill Development Cell, which orchestrates programs encompassing Personality Development, Eco-Friendly Products, and Smart Room Technology. This holistic approach to skill development encompasses not only vocational education but also the nurturing of soft skills and value-based education. We offer e-modules, hands-on workshops, entrepreneurship training, and collaborative partnerships to empower our students with the skills and competencies that are highly sought after in the modern job market. Soft skills development is a core aspect of our educational approach, achieved through certificate courses and innovative teaching methodologies. We are committed to the promotion of vocational education, which is further augmented by e-modules, hands-on workshops, and entrepreneurship training. In addition, our institution places a strong emphasis on value-based education, which is facilitated through a range of activities, celebrations, and an enduring commitment to environmentally friendly practices. These multifaceted activities are closely aligned with the National Education Policy (NEP) of 2020, ensuring that our students are equipped with the essential skills and knowledge required for success in a rapidly evolving world.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using</p>	<p>The bilingual teaching method is employed in our instructional process, with languages such as English,</p>

online course):	Hindi, and Marathi being selected based on the specific linguistic requirements of the context.
5. Focus on Outcome based education (OBE):	The institute commenced the effective implementation of outcome-based education in 2022. The Program Learning Outcomes (PLOs) have been carefully developed through thorough discussions and deliberations with stakeholders, aligning with the program objectives defined by the Board of Studies (BoS). These PLOs are thoughtfully mapped to harmonize with the overall Vision and Mission of the program. Similarly, the Course Learning Outcomes (CLOs) are meticulously formulated to remain consistent with the course objectives specified by the BoS. To ensure the attainment of these outcomes, comprehensive action plans have been devised, serving as a proactive framework for continuous improvement.
6. Distance education/online education:	The college is also gearing up to introduce vocational courses through Open Distance Learning (ODL) mode, as well as MOOCs in the near future. Recently, we've initiated the NDLI (National Digital Library of India) club to foster research and innovation, with a strong focus on enhancing the student experience. Our faculty members have effectively employed various technological tools, especially during the challenges posed by the pandemic lockdown. These tools include Google Classroom, Zoom, Teams, Google Meet, video-based teaching and learning resources, collaborative group activities, and interactive assignments. Additionally, assessments and revisions have been conducted using these tools to enhance the educational experience.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Established in the year 2023
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. Bhima Shaikshanik Nyas, Madhukarnagar, B.Ed college has appointed a student co-ordinator faculty Co-ordinator.ELCs are functional well such as constitutional rights and voter registration of students and staff we promote to nearby areas.
3. What innovative programmes and initiatives	1. Voter Registration camp for the eligible students

<p>undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>on the campus. 2. National Voters' Day calibrate as per university circular.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>We have a plan for the next academic year. Graduate Constituency and Teachers Constituency voter awareness & registration drive will be conducted.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Voter registration drive conducted at Institute for above 18 years of age students</p>

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
190	181	166	100	63
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	50
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

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

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
93	75	82	14	46
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
88	70	76	14	46
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
95	100	82	84	17
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	15	15	14	13

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

2.2

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

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

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	View Document

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
9.68	12.50	8.17	7.03	13.43

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

3.2

Number of Computers in the institution for academic purposes..

Response: 07

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Our college strictly follows the curriculum designed by Savitribai Phule Pune University as our college is affiliated with said university. The Board of Studies of our university has been entrusted with the work of revision of the curriculum from time to time as and when required. In this process, the input is given by our faculties, through seminars conducted for that purpose.

1. The college prepares the Academic Calender before the commencement of the Academic year. This Academic calendar is prepared by the Academic Calendar of SPPU under the guidance of the IQAC committee. This is approved by the Principal and implemented throughout the year.

2. The said Academic calender includes the extension activities to be conducted during the year. This is essential for the holistic development of the students. The faculty in charge of curricular activities is responsible for conducting these activities smoothly during the year.

3. The staff members are preparing a teaching plan before the scheduled timetable. This is followed in classroom teaching. The modern technique of teaching is being used by the staff along with the traditional approach.

4. The students are to undertake the internship as a part of their study. Our college students are appreciated by the schools where they are Entrusted the work of training. We have good connectivity with the school and regular follow-up is made with the school where the college is providing the internship program.

5. Moral and Value education is given more importance by our college faculties to inculcate these values as a part of study. The lectures of experts from the field are arranged throughout the year.

6. We are also conducting various programs on Women's empowerment, and gender equality to create a discrimination-free environment.

7. Our faculties are actively engaged in seminars and conferences conducted by various institutes throughout the year. This is to promote the research environment. The research articles of our faculties are published in research journals. Also, we are giving projects to our students to inculcate scientific minds and methods. This also makes possible the understanding of the problem-solving technique with the identification of problems.

7. Value-added courses are offered by our college to make education relevant and useful to society. We are also providing a soft skill program to promote language proficiency.

8. The college conducts study tours to make students understand the prevailing situation in the field.

So we are following a good curriculum delivery process to create good teachers in society, inculcating social and moral values. We are concentrating on the attainment of Co's and Po's as desired by the university. We have a centralized admission process through the state CET cell on a merit basis and our university examination results are also above 90% all the years.

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

1.1.2

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

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

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

Response: C. Any 3 of the above

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

1.1.3

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

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

Response: C. Any 2 of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	24	24	24	24

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	24	24	24	24

File Description

Document

Data as per Data Template

[View Document](#)

Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum

[View Document](#)

Any other relevant information

[View Document](#)

Academic calendar showing time allotted for optional / electives / pedagogy courses

[View Document](#)

Paste link for additional information

[View Document](#)

1.2.2

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

Response: 0.6

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

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

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

1.2.3

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

Response: 27.86

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

2021-22	2020-21	2019-20	2018-19	2017-18
67	63	65	0	0

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

1.2.4

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

through

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

Response: B. Any 3 of the above

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

1.2.5

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

1.3 Curriculum Enrichment

1.3.1

Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate

knowledge, skills, values and attitudes related to various learning areas**Response:**

Developing a fundamental and coherent understanding of the field of teacher education is a priority at Subhashanna Kul College of Education Patas. The institution adheres to the curriculum provided by SPPU for the B.Ed. course, giving equal importance to both theory and school-based practical activities. New entrants undergo an induction program before regular classes, providing them with insights into various Teacher Education programs within the institution. This program orients students towards the objectives and activities of the teacher education programs, making them aware of Program and Course Learning Outcomes, as well as the institution's culture, rules, and regulations.

In terms of procedural knowledge tailored for diverse levels of school education, the institution aims to equip students with the necessary knowledge and skills through innovative techniques and hands-on experiences such as internships, field engagement, and field trips. Faculty members employ diverse strategies, including demonstrations, seminars, group discussions, and PowerPoint presentations, to enhance understanding. The curriculum not only covers the prescribed content but also includes value-added courses that prepare prospective teachers with skills aligned to school needs.

Subhashanna Kul College of Education Patas places a strong emphasis on the capability of students to extrapolate and apply acquired competencies. The institution provides opportunities for students to apply theoretical aspects in real-life situations through field experiences, internships, and engagement activities. Skill development is reinforced through micro and macro teaching practices, allowing students to apply acquired knowledge during school internships and field engagements. Students also have the chance to participate in teamwork activities and competitions at various levels, applying learned knowledge to real-life situations.

Furthermore, the institution prioritizes the development of skills and competencies such as emotional intelligence, critical thinking, communication skills, and collaboration. Activities and programs are designed to foster the holistic development of students, with a focus on skill and competency development through Enhancing Professional Capacities (EPCs) subjects. Peer guidance, peer tutoring, seminars, workshops, and value-added courses contribute to the overall personality development of students, encouraging collaboration with peers, teachers, and local bodies. The celebration of important events and days further promotes collaborative work and a sense of community among students. Through these initiatives, the college actively facilitates the comprehensive development of its students.

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

1.3.2

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

Response:

The delivery of the curriculum provides the syllabus contents to the students we are indulged in syllabus plus extension activities to promote the understanding of the overall scenario of schools all over the country. At the same time, we are raising awareness regarding the world environment in the context of school education.

The content of the syllabus, infrastructure, requirements of school students, planning of curriculum, and maintaining the records of schools, are providing the understanding of the scenario of school education. As per the requirements, we plan to introduce various programs through our cultural committee. Especially we try to inculcate the importance of understanding the diversity of Indian culture. At the same time, importance is given to strengthening the fabric of unity in the diversity principle which is responsible for maintaining social harmony.

The students of our college prepare a profile of the school where they are to compete for an internship. This is in context with the subject which they have selected as a method subject.

The school system is being studied before the internship program. The students are studying the governance of schools, especially the rural and urban schools. The students closely monitor the admission policy of the school, the student's merit to whom they are teaching, their subjects, methods of teaching, and their evaluation pattern, the students explain the requirements of the subjects they are training with relevance in the present age.

The students are studying evaluation policy as per the board where students are enrolled. The norms of evaluation are considered for these norms to be followed.

The students are also motivated to inculcate moral and social values in students behavior. The students of our college are getting the opportunity for interaction with school students which makes them rich in experience. We try to ensure the holistic development of the students. We organize the study tour of the students to make them understand variations at the school level.

Thus the prevailing diversities in the school system are properly dealt with by our college.

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

1.3.3

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

Response:

The college is performing its program for the betterment of the students, especially for holistic development of the students. We are trying to inculcate the moral, social, cultural and academic aspects in students. This has promoted the value education amongst students which is more important in teacher training program.

The students are acquainted with theoretical and practical teaching learning process. The practical teaching is carried out by means of the internship program. For carrying out the practical teaching learning process we have understanding with the schools in the area. These schools have appreciated our efforts of practical teaching. The students teaching in class as a part of programme has been well designed and appreciated by the school students and the authorities of the schools.

During internship program the interns understand the relevance of the subject and they can inculcate more practical aspect in teaching learning process. Our college is taking efforts for attaining desired CO's and PO's. Our college is trying to attain all desired outcomes.

In the school where the students are allotted school for internship they are allotted their time schedule. As per the timetable interns plan their teaching and prepre teaching plan accordingly. The interns prepare the worksheet of classroom teaching and other relevant aspects essential for teaching the said subjects.

The lesson plan contains the blackboard teaching, PPT presentation, experience based learning. Each lesson plan contains audio visual aid, value based education and text book contents.

The participative teaching learning process is given more importance. The class test on the subject taught is taken by interns. Both oral and written examinations are conducted by the interns. The interns are suggested to identify weak and slow learner students and to take initiative to make these students understand subject in depth and with desired output.

The teaching plan is tailored as per the needs of the students. The interns prepare teaching plan as per the requirements of the class. Thus teaching practice can be well organised by this internship program. Sometimes the special classes are also arranged with the permission of the school authorities to motivate the students of the school. The co curricular activities are also conducted and interns participate in these programs. Especially in morning assemblies, celebration and important days. The feedback from students is obtained and analysed, the result is communicated to the students. The more important aspect is inculcation of moral and ethical values which is attained by the said internship program.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: C. Any 3 of the above

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

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 79

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

2.1.2

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

Response: 36.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	29	21	14	3

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

2.1.3

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

Response: 0

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

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

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

The students are admitted to the course after qualifying for the entrance examination. Teachers assess the learning levels of the students at the entry level. After considering the learning levels the teaching methodologies are designed by the teachers. The integrated approach is being followed by the teachers. The traditional teaching methods are associated with modern technology. Tests, tutorials, value-added programs, and soft skill programs are conducted to attain the holistic development of the students.

The students are provided with additional teaching materials/study materials for self-study of the students. The internet is made available to study in depth. The college is imparting the education in Marathi medium but sometimes we follow the Bilingual approach. The internal and external examinations are conducted throughout the year. Personal attention is given to the academic growth of the students. The career-related academic program is conducted for the upliftment of the students.

The college provides a platform for seminars and group discussions for a better understanding of the subjects. Group work and teamwork are promoted by the college. The tests and tutorials are periodically conducted in the classroom.

To understand the various talents of the students at the initial stage the cocurricular activities are organized from time to time. This is to understand the skills of students. The students are encouraged to participate in inter-college competition events. This adds to the value of education and moral education aspects. Also, we are concentrating on teaching the moral responsibilities of the students.

The college library is partially automated with a good number of books and journals. Also, we have required e-resources. Students are recognized for their achievements yearly. Appreciation certificates are given to students for their achievements. A moderate fee is charged from the student and the students are provided with the benefits of freeship and scholarships as per the rules.

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

2.2.2

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

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**

5. Collaborative tasks

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

7. Multilingual interactions and inputs

Response: C. Any 3 of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 12.67

2.2.4.1 Number of mentors in the Institution

Response: 15

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

The college is engaged in continuous efforts for the development of the students in order to develop good teachers for society. The student-centric methods are adopted to inculcate moral and social values. Participative learning methods and interactive methods are adopted by the college.

Students are provided with the opportunity to work in the schools as an internship program of the course. The period of internship has been decided by the university. This internship program provides the opportunity to understand the school environment classes, examination patterns, vision, and policies of the school, and decision-making can be well understood by the students during the internship program. This internship program is carried out in Maharashtra government-recognized granted and non-granted schools.

The college emphasizes participative learning aspects. The tools and teaching plans are tailored in a manner to promote participative learning. Visits, expert lectures, group activities seminars are organized periodically. The teachers are promoting the aspect of participative learning.

The college has tried to enter into MOUs with the organization providing communication skills, soft skills, and moral values. Also, we have a good understanding of the schools providing the scope for the internship program. Teachers are also motivated to participate in seminars and conferences.

Various committees are formed to establish coordination between the students and teachers. Field trips are arranged to various places of academic importance and cultural heritage. Value-added courses provide the scope for the holistic development of the students. The students are supposed to be the carriers of moral and social values in order to protect the social fabric of society. The use of ICT and E-resources provides a platform for the use and acquaintance with a modern and scientific approach.

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

2.3.2

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

Response: 69.44

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

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

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

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

Response: 26.32

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

Response: 50

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

2.3.4

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

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

Response: D. Any 1 of the above

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

2.3.5

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

Response:

The continuous teaching-learning process is an important concept. For effective teaching, the faculty is encouraged to use modern teaching modes with traditional tools of the teaching-learning process.

For a professional approach, our college has created a good teaching-learning process. Participative teaching and learning aspects are encouraged. Various opportunities are provided for the holistic development of the students.

Quality teaching is the prime objective. The cultural diversity and classroom environments are designed in a manner to assist the protection of the social fabric of the society and the nation. The experts are invited to deliver lectures on communication skills, teaching methodologies, personality development, and other soft skills from time to time.

The faculties are also monitoring the group of students regularly. This is to ensure the academic growth and overall development of the students. Also, counseling of the students is undertaken to resolve their academic issues.

The mentor is engaged in various issues relating to students. The issues like academic performance, discipline, a compilation of academic requirements, other related issues, and any grievances if any. The time-to-time interaction with the students is being carried out by the faculties.

The students and parents are having regular interaction with the faculties. The statutory committees are established to resolve students' issues if any. Along with statutory committees, the informal committees are also working for the betterment of the students.

The students in our college are from rural backgrounds our college is trying to boost their confidence and promote soft skills. This has made our students employable. The students interact to understand their interests and likings. Our students are well placed after their completion of the course.

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

2.3.6

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

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**
4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**

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

Response: C. Any 3 of the above

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

2.3.7

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

Response:

In order to face the problems gracefully our college has adopted the mentorship program this also makes it possible to resolve the personal, academic, and other such concerns of the students. This also makes possible the solutions to the problems of the students. And our college thus brings out the better teachers of the next generation.

The students are engaged in teaching teaching-learning process to nurture their creativity and use new teaching techniques. The innovation creates and develops the thinking ability of the students. Accordingly, the college tries to implement practical aspects in teaching which has made our students acquainted with the student's psychology. The thinking skills are developed by means of problem-solving methods and interaction with the students makes possible the understanding regarding the issues of the students. Tests and tutorials are regularly scheduled and conducted for a continuous evaluation process also it helps understand students' understanding levels and due care is taken to conduct the process of resolving the issues. The gaps in understanding are breached by means of extra coaching as and when required. The college provides value-added courses for the holistic development of the students. Yoga and communication skills are more concentrated in our college.

The college is engaged in social, cultural, and recreational activities. These activities are important for the holistic development of the students. There is a healthy interaction among the students and teachers. Students generate practical sense by means of the preparation of practical models, charts, and instructional aids. The students are encouraged to develop knowledge and fresh ideas for teaching methods. The bond is established among students and teachers. The students participate in social, and cultural activities.

For the overall development of the students, it is necessary to arrange the cultural program, the students are provided with the opportunity to participate in these programs from time to time. Mentors arrange regular activities to attend to the student’s difficulties. The different skills are inculcated among students. The students are provided with the guidance for competitive examination. The use of technology is promoted. The students are encouraged to participate in group activities. We have a separate computer laboratory for students to get acquainted with computer knowledge. The Internet and Wi-Fi facilities are provided on the campus.

The internship program is conducted by the college as per university rules. We have a good understanding of the associated schools for such programs. The efforts of our students are appreciated by the associated schools.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: D. Any 2 or 3 of the above

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

2.4.2

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

Response: D. Any 2 or 3 of the above

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

2.4.3

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

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

Response: C. Any 2 of the above

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

2.4.4

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

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

Response: C. Any 2 of the above

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

2.4.5

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

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

Response: C. Any 3 of the above

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

2.4.6

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

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

Response: C. Any 3 of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: B. Any 3 of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..**Response:**

The college authorities prepare the Academic calendar before the commencement of the year. The due provision is made for the internship program to be conducted during the year. The timetable is accordingly prepared.

As per the university syllabus, the internship program is prepared. The detailed schedule is drafted by the academic committee.

The schools where such a program is to be conducted are from nearby areas. The schools are in proximity to the college. Due care is taken regarding the convenience of the students. Factors like residence of students, traveling time, classes available, subjects taught in the schools, infrastructure facilities, and nature of schools are taken into consideration. The time schedule is accordingly prepared. The schools selected are recognized by the Government of Maharashtra and are aided or unaided. The syllabus is obtained from the school teachers. The list of intern students who are to engage in the classes is sent to assigned schools. The schools are allotted to students depending upon the medium of instruction, subject to be taught, accommodating capacity, and subject requirements.

The student teachers are given the training before the commencement of the internship program. The small orientation is thus organized.

The teachers/ interns are advised to take classroom teaching and also make interaction with the students relating to cultural activities. The interactive sessions are encouraged. The interns are supposed to develop good interactive relations with school children.

Lessons are observed by the committee of the teachers. This observation is regularly conducted and the school is authorized to conduct such observations and convey their findings. The suggestions given by the committee are duly incorporated. The peer group, school in charge, and school teachers are the observers. The remarks are suggestive and subject to implementation. The lessons are certified by the practicing school. The school tries to provide due exposure. The students are asked to prepare a teaching plan and lesson notes before going to class and are guided to use appreciative teaching aids. The participative teaching-learning process is encouraged. Also, we are evaluating the performance on the basis of teaching contents, language, communication skills, class control, subject knowledge, the appearance of the teacher, and his way of delivering the subject. So, the internship program is very strictly prepared, observed, and evaluated by the college. This is because to inculcate practical teaching experience to our students.

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

2.4.9

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

Response: 15.5

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

Response: 06

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

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**
- 7. Organizing academic and cultural events**
- 8. Maintaining documents**
- 9. Administrative responsibilities- experience/exposure**
- 10. Preparation of progress reports**

Response: B. Any 6 or 7 of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The interns teaching in the school are observed by the college authorities and concerned schools. The classes engaged by interns are strictly observed in different modes. The observation is conducted by concerned teachers, the peer team, subject teacher in charge. The feedback is obtained from the students.

1. Role of Teacher Educators

The college deputed at least one teacher educator to the school. The number of teacher educators depends upon the strength of the class if required more than one educator can be appointed. The educator has to coordinate with the School Principal, School Mentors, and the internee students. The educator is visiting the school and is doing so repeatedly also as and when required. The performance of the interns is reported to college authorities. The interaction with the school students is carried out. The school students provide feedback. As per the requirements, the school students are made group leaders to make proper adjustments to the teaching-learning process.

2. Role of school principal.

The school principal where the internship program is arranged has to play a vital role in this exercise. The interns are to follow all instructions of the principal. The interns are in direct control of the school principal. The interns are to discharge all duties as per the instructions of the said principal. The subject teacher of the school is instructed to attend the class of interns and monitor the class of the interns. The subject teacher is supposed to resolve the problems while teaching if any. The subject teacher is to provide feedback for effective teaching. This is for better opportunity to students in their improvement. Along with classroom teaching the staff of the school provides guidance for the arrangement of cultural and other activities. After the completion of the internship program, it is duly evaluated. The certificate of completion is being issued.

3. Role of School Teacher

The intern teachers are under the observation of senior teachers of the school. These senior teachers act as mentors. The performance of the interns is being evaluated by senior teachers. The feedback and necessary suggestions are given to the interns for necessary improvements if any. The intern students are to evaluate the assignments given to school students, maintain the attendance of the students, arrangements of cocurricular activities, and check tutorials and home assignments if given to them.

4. Role of Peers.

The lecture of each intern student is observed by the peers. They also provide feedback which helps the intern student to improve his teaching. The weaknesses and strengths of the intern students are also communicated to them by Peers. The cocurricular activities are also organized during the internship program.

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

2.4.12

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

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

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

Response: C. Any 2 or 3 of the above

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

2.4.13

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

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

Response: D. Any 1 or 2 of the above

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

2.5 Teacher Profile and Quality**2.5.1**

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

Response: 96

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

2.5.2

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

Response: 20.83

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

Response: 3

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

2.5.3

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

Response: 8.73

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

Response: 131

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

The college authorities encourage our college faculties to participate in seminars, conferences, and workshops from time to time. Our faculties do participate in the Faculty Development Program conducted at the university and state levels. These all activities are carried out through IQAC of our college. Periodically the meetings of IQAC are conducted by the college.

The meetings on academic issues are conducted to exchange thoughts on current issues with the colleagues of the college. Some of the faculties are the research guides recognized by the university. The staff members are permitted by the college principal to participate in national, and international seminars

and conferences.

The faculties are also motivated to write books on the subjects of their interest areas. The chapters are also written in the edited books by our teaching staff. The duty leave is provided to attend seminars and conferences at the state and university levels.

The cross-cutting issues are also properly worked out by the college. We organize the program on women's empowerment, social values, gender equity, and other issues of social importance.

The college provides reading room facilities for students where students can read books. We have an internet facility in the college library and in the premises. The faculties are engaged in extension activities like examination, and cocurricular aspects in the college in order to attain holistic development of the students.

The faculty members are also encouraged to participate in the Faculty Development Program as and when they get the opportunity. The staff members are encouraged to complete Ph.D. and NET examinations. Most of our faculties are NET/SET qualified. This has created an environment of professional development for the faculties. This also makes our faculties develop as per the need of the hour. We are making efforts to cope with present educational trends.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6 Evaluation Process

2.6.1

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

Response:

The continuous evaluation system is being followed in the college and due arrangement is being made for the same. The class tests and tutorials are conducted regularly to monitor the progress of the students. Group discussions and seminars are conducted for the students in order to judge the awareness of the students on current academic issues. The continuous evaluation process consists of various aspects listed below.

a. The due provision in the academic calendar is made to conduct the internal assessment as per the university norms. This is communicated to the students well in advance. The staff meetings are conducted by the college principal to review the internal assessment and to discuss the academic progress of the students.

b. Savitribai Phule Pune University has designed the structure of internal and external examinations. The college has prepared the schedule of the internal assessment program in accordance with the university structure.

c. The internal assessment process is transparent and the student's doubts if any are resolved with all transparency. The evaluation of internal assessment is displayed on the notice board. If students have any doubts, they can approach the concerned faculty and get their doubts resolved. The students are given feedback to improve their performance in the next examination.

d. The student's internal assessment record is maintained strictly in accordance with the university rules. These records are in the form of a student register maintained by the examination department headed by the officer of the examination. The internal assessment committee conducts face-to-face interaction with the students to communicate their performance and to suggest improvements if any. The overall performance of the students in various activities is taken into consideration as an internal assessment program. Participation in cultural activities, extension activities, group discussion, class participation, and attendance in the class are major factors of evaluation.

e. The teachers are adopting Rubrics in assessment procedures relating to seminars, projects, and other activities.

f. The college is engaged in giving timely feedback to the students relating to their written assignments. The face-to-face discussion is being carried out with the students.

f. On the basis of the performance of the students during the internal assessment the college make arrangements for remedial classes in the different subject as required.

g. The students are provided with practice sessions to answer the question papers. Our library has question papers from previous university examinations. These papers are solved by students as a practice assignment.

This college has a very good internal evaluation process. We are concentrating on quality education aspects and our commitment is academic excellence.

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

2.6.2

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

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

Response: C. Any 2 of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The institution has a well designed operating system to consider the grievances if any regarding examination matters and a operative redressal system working properly. The examination committee is constituted in order to resolve any issue relating to examination matters. The timely solution for grievances if any is worked out.

After the examination the marks obtained by the students is displayed on the notice board at the end of each semester and students are asked to submit their grievances if any. The time period is given to the students to report their discrepancies and the students grievances are taken seriously. They are considered by the committee constituted for the said purpose and the decision is communicated to the students. The students if have any doubts regarding their marks in internal examination the students are asked to raise the issue and being resolved in given period of time.

The internal assessment consists of class test, tutorials, projects, session work, project work, presentations. All these aspects are evaluated and the evaluated sheets are returned to students with remarks and suggestion for improvement. The concern faculty members resolve the queries of the students regarding evaluation. The internal assessment marks are sent to university for inclusion in final results. The result is declared by the university after adding internal marks and external marks. The B.Ed course final marksheet is out of 2000 marks. The minor mistakes in students mark sheets are reported to university for correction in stipulated period.

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

2.6.4

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

Response:

The Academic calendar is prepared before the commencement of the academic year. This is prepared by Academic committee and is approved by the Principal of the college. This includes all academic activities to be conducted throughout the year. This contains probable dates of examination, which are strictly followed.

At the commencement of the Academic year the university declares the academic calendar. This notification includes the dates of commencement of the academic year, date of conclusion of the academic year, the list of holidays, number of working days, schedule of internship and such other required factors.

Our college follow the Academic calendar of the university strictly and plans accordingly. The college prepare the college calendar in accordance with the university academic calendar. This includes the teaching schedule, dates of internal examination, orientation program, the dates of seminars and conferences, celebration of special days and events. All activities all the year are conducted as per the time schedule mentioned in the academic calendar.

Before the commencement of actual teaching schedule the students are made acquainted with the academic calendar. The said academic calendar is displayed on the notice board of the college. The faculty members are to plan their academic work in adherence to the academic calendar. This academic calendar helps the faculty members to plan their work properly during the year. This helps smooth functioning of all college activities. We are committed to follow the academic calendar strictly.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

The Teaching Learning Process of institution is aligned with the stated PLOs and CLOs.

Our college follow the curriculum framed by Savitribai Phule Pune University. The college college has disclosed course and program outcomes to the students well in advance during induction program. The main objective of our course is to make the program more comprehensive and practical based. The students are also exposed to practical teaching experience by means of internship which is compulsory as per syllabus. The students are also kept engaged in various programs of extension activities to attain the holastic development of the students.

The learning objectives are presented in a variety of ways.

During induction program the students are briefed the CLOs and PLOs in depth. They are supposed to achieve it. Also same is posted on website and also displayed on notice board. Teachers are also acquainted with the said aspects. The parents and other stakeholders are also made known about this aspects.

The college try to achieve the desired CLOs and PLOs through various means.

1. Continuous internal assessment is done to evaluate regularly.
- 2.For effective teaching various teaching methods are used also PPT presentation is done by teachers to explain the complex concepts.
- 3.The extension program are organized for holistic development of the students.
- 4.participation in community program is being made compulsory for understanding the needs of the students.
- 5.Regular follow up sessions are taken for students and parents to understand the progress of students.
- 6.placement record, alumni meets and students interaction help to understand the difficulties of students.
- 7 The minimum attendance of the students is required which is continuously monitor.

The passing requirements is as per university norms. The student is supposed to clear internship program for which we have understanding with the school in our near by area.

Internal & External Assessment.

The external theory examination is of three hours.

The internal examination is of 20 marks conducted by college on behalf of university.

The external examination is carried out by university for which university appoints the observers.

The college collects feedback from students which helps in assessment.

Internship program is strictly carried out in accordance with the rules.

Placement opportunities are being made available.

The students also go for higher studies.

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

2.7.2**Average pass percentage of students during the last five years****Response:** 94.84**2.7.2.1 Total number of students who passed the university examination during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
88	70	76	14	46

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

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

Course learning effects are according to the Savitribai Phule Pune University, Pune for which the college Self Study Report of Subhasanna Kul collage of Education Patas Tal. Daund Dist. Pune is affiliated. They are an essential component of the college's vision, mission, and objectives. The institution has effectively stated and circulates the program results, program-specific results, and courses.

The goals of the B.Ed. programs aim to make education more complete. Teachers, whose primary goal is not just the learning of knowledge but also the provision of experience for the students, application of this learned information through training practice,. Work experience of this nature can be assembling from real life experiences. In addition, students will learn a variety of modern life skills, including logical reasoning, problem-solving, cognitive abilities, self-directed learning, etc. The learning objectives are presented in a variety of ways: At the beginning of academic year during orientation programme students are briefed about PLOs and CLOs. Which are additionally prominently displayed on college notice boards, college websites, and other seminars and conferences platform? The CLOs and the PLOs are frequently shared at alumni gatherings, and concerned staff members share them in the classroom. Teacher educators also knowledgeable about the objectives for learning for each subject they are teaching. A number of stakeholders, especially the parents, are informed about the course outcomes of various value added courses being run by the institution from time to time, so that they can persuade their wards towards skill-oriented and value-based courses.

The college has PLOs and CLOs are aligned throughout the semester by course teachers in the following ways: Continuous internal assessments are performed regularly and student grades are recorded, helping to forecast their academic progress. Connected teaching methods are used to achieve effective learning results. Participation in various literary and cultural programs, competitive activates such as debates, idioms, essay writing contests, quizzes, test. Participation in various classroom activities such as group discussions and seminars and also in extracurricular activities such as morning assembly and tree planting campaigns, awareness camps. etc. Participation in community activities such as the visits to orphanages, blood donation camp, semester house test and final exams also help ensure the understanding of stated results.

Parents are informed on regular basis about the academic performance of their children. Placement records, feedback from alumni regarding their job and excellence in various competitive exams guarantee the alignment of stated PLOs and CLOs. File Description Document Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved View Document Any other relevant information

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

2.7.4

Performance of outgoing students in internal assessment

Response: 89.25

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities

during last completed academic year

Response: 83

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

In order to understand the needs and difficulties of the students the principal conducts interaction session with the students after admissions are over. At the beginning of each year the college conducts the orientation program in the beginning of the year.

The students are informed about the syllabus, examination pattern, internal and external examination, the policy of internship program. The college also informs the rules and regulations of college and also regarding the value added courses.

The college organises the extension programs which are made acquainted with the students. The bridge up program is also informed to students to make them acquainted with expected outcome of the course.

The regular class test and tutorials are conducted in order to assess the understanding of the students. The evaluation is being made and is made known to the students. The students are given suggestions to improve their knowledge. The written notes and study material are being provided to the students. Final examination is being conducted by the university.

The mentor mentee sessions are organized to understand the students difficulties. The students are guided on account of academic and personal issues. This is to achieve general development of the students.

During internship program the feedback is obtain from peer team members and the school principal of the concern schools. This is made known to the students to understand their weaknesses. They are also informed about maintenance of students records.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.72

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

Link for additional information

[View Document](#)

3.1.2

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

Response: 0

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

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

File Description

Document

Any additional information

[View Document](#)

Link for additional information

[View Document](#)

3.1.3

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

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

Response: C. Any 2 of the above

File Description	Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

3.1.4

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

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

Response: D. Any 1 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Copyrights or patents filed	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

3.2.1

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

Response: 0.49

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	06	00	00	00

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

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**Response:** 0.14**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

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

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

3.3 Outreach Activities**3.3.1****Average number of outreach activities organized by the institution during the last five years..****Response:** 0.2**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

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

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

3.3.2

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

Response: 2.86

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

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

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Any additional information	View Document
Link for additional information	View Document

3.3.3

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

Response: 70.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
145	132	120	52	45

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any additional information	View Document
Any other relevant link	View Document

3.3.4

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

Response:

Schools are vital to their communities, and communities help schools to continue providing high-quality education to all children, which advances society. Similarly, it is the duty of schools and universities to recognize societal concerns and demands. As a college that prepares teachers, it is crucial that we educate our students about the social needs and issues surrounding government programmes and policies, facilities, health care, and education.

Engaging a large audience and imparting information and expertise on particular subjects to the broader public are the goals of outreach initiatives. These exercises teach our kids the value of contributing to society. Our faculty frequently plans events that are modelled after the Swacch Bharat Abhiyan, in which instructors and students work together to clean the campus. One such effort had our college's faculty and students helping to clean Punyadham Ashram. Locals praised the students' contribution to the community, which was on display at this event. The college students also participated in tree-planting events to spread awareness of environmental issues.

Rallies are a very powerful tool for changing societal attitudes. A protest was arranged by our college with the goal of planting trees and cleaning up the surrounding area. Slogans like "Save the Environment," "Swacch Parisar Sundar Bharat" (Clean Environment, Beautiful India), and "Save the Tree" were chanted by the students. These catchphrases, which emphasized the value of protecting the environment, attracted the attention of bystanders.

Visits to senior living facilities, rehab facilities, and other community outreach initiatives eco-sustainability initiatives that seek to assist the underprivileged and disenfranchised. Our children gain empathy, leadership, resiliency, and a service-oriented perspective from these activities. For example, students talk to lonely senior citizens on a visit to an assisted living facility. Students learned the virtues of humanity, giving, teamwork and serving others from this experience. These outreach programs help

adults and youth get the knowledge, abilities, and attitudes needed to create healthy identities, control emotions, accomplish individual and group objectives, demonstrate empathy, build strong bonds with others, and make moral decisions. Additionally, these initiatives strengthen the bonds that exist between students and the communities in which they live.

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

3.3.5

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

Response: 7

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

2021-22	2020-21	2019-20	2018-19	2017-18
03	02	00	01	01

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 148.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
193	183	200	101	66

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

3.4.2**Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years****Response: 1****3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Response: 1

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Since the institution's goal is to provide high-quality teacher education to educate, liberate, and empower the student teacher fraternity and promote speedier lifetime learning, it makes sure that physical infrastructure is available and utilized to its full potential. The Subhash Anna Kul College of Education (B.Ed.) is in Pune District at Patas Tq. Daund. The college has a total built-up area of 3010 square meters and an overall area of 10 Acres square meters. The college offers a variety of facilities for faculty, staff, and students. The campus is home to several multistory buildings with a range of amenities.

The overall area of the college is 10 acres , of which 3010square meters are built up. It is roomy, and our college has sufficient supplies of all the necessary amenities. There are three stogeys in the college building.

The science, Hindi, Marathi, and English method rooms are all located on the first level. There is also an administrative office, conference room, curriculum laboratory, principal office, and ICT Resource Centre. Every office and room have adequate ventilation and stylish furnishings. Every floor has access to the elevator facility.

The second level has the First Year and Second Year classrooms, Seminar Hall, Staff Room, Girls Common Room, and Store Room. All these spaces are well-designed, roomy, and have enough ventilation.

The First-Year classroom, the Art and Craft Resource Center, the Activity Room, the Health and Physical Resource Center, the Boy's Common Room, the Reading Room, and the library are all located on the third floor.

Many pupils can be reached at once with the use of contemporary technology, which is based on the teaching and learning capabilities of modern projectors. Every student is entitled to use the college's facilities, and the library is adequately stocked with books.

The well-maintained computer lab helps students meet their educational goals because all the PCs have internet connectivity. There is access to clean drinking water on every floor.

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

4.1.2

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

Response: 37.5

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

Response: 03

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

Response: 08

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

4.1.3

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

Response: 29.52

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

2021-22	2020-21	2019-20	2018-19	2017-18
3.00	2.00	4.00	3.00	3.00

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Subhash Anna Kul College of Education, has adopted automation of library using Integrated Library

Management System (ILMS) i.e., KOHA

It uses KOHA software; It is an open-source integrated Library Management software (ILS). Following are the features....

? KOHA version: 21.11. It performs the various functions like: Check out, Check in, Renew, Search patron, search the catalog.

? It is partially automated.

? KOHA is a web-based ILS with a SQL preferred (citation needed)back end with cataloging data stored in MARC and accessible via Z39.50.

? The user interface is very configurable and adaptable and has been translated into many languages.

? KOHA has most of the features that would be expected in an ILS, including: Online public Access catalogue(OPAC) module which provides a simple and clear interface for library users to perform tasks such as searching for and reserving items and suggesting new items.

KOHA is an open-source integrated library system (ILS), used worldwide by public, school, special libraries and special libraries Lib.

The assets of the Subhash Anna Kul College of Education Library also include project reports and dissertations on a range of topics. In addition to these, the library has access to the most recent e-journals from the UGC-INFONET Digital Library Consortium via a campus-wide local area network.

The library also provides access to Internet as well as CD/DVD based electronic resources. Library has adequate number of terminals to facilitate searching/accessing e-resources, web browsing and for other academic work. Provision has also been made to allow downloading/printing of material from these resources. It has excellent ICT infrastructure with

adequate bandwidth for fast and seamless access to Internet. It is also member of Pro-quest on MoU

based with sister institute. Initiatives taken by the University, are the following:

1. Free WI-FI, internet access, download and printout facility have been provided.
2. Organization of Book Exhibitions/Display of new books.
3. Proper system of feedback from users to improve library services.
4. System of recommendation for purchase of books through Departments

Library has a Book Bank scheme through which economically deprived students can get books for entire academic year.

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

4.2.2

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

Response:

The library at Subhash Anna Kul College of Education is accessible remotely. The university offers remote access based on IP addresses. The information about the remote access gateway is provided below.

In the age of information and communication technology, all documents are soft copies that coexist alongside printed materials as digital documents. Therefore, in order to meet this requirement, remote access must be provided for all digital document kinds.

- 1.IP address based remote Access is provided by the institution.
- 2.Institution's library offers free internet access with high-speed internet to access e-resources

- which support students and teachers in their teaching learning process and research work as well.
3. Library acquires E-resources every year as per the requirement.
 4. Selection of the e- resources depend upon scope, authentication, service, accessibility & usability.
 5. To provide remote access to library College has a membership of Pro-quest on the basis of MoU with the sister institute .pro-quest is collection of many databases that provide access to thousands of books,journals,magazines,newspapers, research papers, and other aggregated databases,it is accessed through library gateway.

This Facility allows library users to search, use, manage, and share information useful in teaching learning process.

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document
Landing page of the remote access webpage	View Document

4.2.3

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

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

Response: D. Any 1 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)**Response:** 0.18**4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0.23	0.08	0.14	0.28	0.15

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

4.2.5**Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year****Response:** 9.19**4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 418

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

Response: 434

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 394

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days)

during the last completed academic year.

Response: 261

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 377

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

4.2.6

Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

- 1.Relevant educational documents are obtained on a regular basis**
- 2.Documents are made available from other libraries on loan**
- 3.Documents are obtained as and when teachers recommend**
- 4.Documents are obtained as gifts to College**

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Modern Information and Communication Technology (ICT) facilities are a priority for Subhash Anna Kul College of Education since they improve teaching and learning for both teachers and students. A wide range of ICT resources are available, such as a Wi-Fi network, cutting-edge computer labs, and other digital tools. The institution also periodically updates its facilities and systems. The person in charge of the lab is accountable for periodically updating and maintaining the lab with the required equipment. The purpose of the physical verification is to confirm if the equipment is missing, inoperable, or both. All year long, accurate records of the use of computers, equipment, and other supplies needed for ICT Practical's are kept. An outline of the ICT resources offered by the college, along with specifics, includes

ICT Facilities:

1. **Computer Lab:** The college has a well-stocked computer lab that is a vital resource for students doing education-related courses as well as other courses. These labs give students access to contemporary computer systems and software programs, enabling them to develop their proficiency with digital literacy. This computer lab has over thirty computers available for student use, ten machines designated for faculty usage, and a broad band internet connection for all PCs.

2. **Wi-Fi Connectivity:** Students and faculty of Subhash Anna Kul College of Education can access the internet without interruption thanks to the campus-wide Wi-Fi network. Users can surf the internet, access online resources, and participate in collaborative learning thanks to the Wi-Fi network's cutting-edge technology and high-speed connectivity.

3. **Digital Learning Tools:** The value of incorporating digital tools and resources into the teaching and learning process is acknowledged by Subhash Anna Kul College of Education. Consequently, the college provides a selection of online learning resources to enhance dynamic and captivating classroom learning environments. Smart boards, projectors, multimedia software, educational applications, and online learning environments are a few examples of these tools. The MOODLE application is used by colleges to monitor student progress and guarantee that all e-learning standards are up to date.

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

4.3.2**Student – Computer ratio for last completed academic year****Response:** 27.14

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

4.3.3**Internet bandwidth available in the institution****Response:** 300**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 300

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document
Link for additional information	View Document

4.3.4

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

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

Response: D. Any 1 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to videos of the e-content development facilities	View Document
Link for additional information	View Document
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 1.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.17	0.10	0.18	.15	0.12

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

4.4.2

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

Response:

Systems and procedures have been set up by Subhash Anna Kul College of Education for the upkeep and use of the institution's physical academic and support facilities, including the lab, sports complex, computer lab, and classrooms.

Daily upkeep of these facilities is handled by the corresponding departments with internal staff assistance. Every effort is being made to maintain the machinery, equipment, etc. in operational order. When a machine or piece of equipment breaks down, normal process is followed to get it back up and running. To keep an eye on and maintain all the facilities, a supervisor has been assigned.

An overview of the upkeep and use of certain facilities is provided below.

Laboratories (All Labs & Computer center): There is one teacher who oversees the lab, a lab assistant, and an attendant in every lab. The person in charge of the lab is accountable for periodically updating and maintaining the lab with the required equipment. The purpose of the physical verification is to confirm if the equipment is missing, inoperable, or both. Every month, the computer technician checks all the computers, scanners, and printers for software and system maintenance. All year long, accurate records of the use of computers, equipment, and other supplies needed for experiments are kept.

Library: The library will be maintained by a highly qualified librarian who will be assisted by other staff members. The availability and application of instructional materials in the teaching and learning process are the main points of emphasis. The stock verification is completed annually. The library committee purchases books based on requirements.

Sport complex: Students receive their sporting equipment in accordance with the event schedule. The sports department is responsible for equipment maintenance. Records are kept accurately regarding the use of the sports facilities, the events that are held, the student prizes, etc.

Class Rooms: All departments have access to classrooms and the required ICT equipment. The department's schedule is followed when using the classrooms. With the assistance of supportive staff,

frequent inspections are performed of ICT tools, fans, electrical connections, and bulb holders. Every day, the classrooms are cleaned.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: C. Any 2 or 3 of the above

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

5.1.2

Available student support facilities in the institution are:

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

9.Canteen**10.Toilets for girls****Response:** A. Any 8 or more of the above

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

5.1.3

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

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

Response: D. Any 2 of the above

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

5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**
- 4. Placement Officer is appointed and takes care of the Placement Cell**
- 5. Concession in tuition fees/hostel fees**
- 6. Group insurance (Health/Accident)**

Response: D. Any 1 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 18.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
39	04	01	04	05

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

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 3.41**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 1

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

Response: 1

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

Response: 1

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

5.2.3**Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 3.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	00	00	00	00

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	View Document

5.3 Student Participation and Activities**5.3.1****Student council is active and plays a proactive role in the institutional functioning****Response:**

We are provided a platform based on their area of interest, keeping in mind that students can only develop their personalities when they are given opportunities in their field of interest. Students can work with college administrators through the Student Council. It aids in their leadership development. In the Student

Council, students are chosen for a variety of positions. Members of the students' council participate in

work shops, seminars, and competitions held inside the institutions. The primary goal of establishing a

student council at college is to raise awareness of the numerous academic and social issues. Every week, or more frequently as needed, the entire Student Council meets at the college. Student council members

engage with other students and provide them with opportunities for collaboration.

The ideas and viewpoints expressed by the Student Council members are also considered.

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

5.3.2

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

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
08	00	00	01	01

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

5.4 Alumni Engagement

5.4.1

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

Response:

Subhash Anna Kul College of Education (B.Ed.) has formed Alumni association known as “Subhash Anna Kul College of Education(B.Ed), Pune, on 10/12/2017

A vital component of our college's organization are its alumni. As representatives of the alumni organization, we plan the college visitation of students. An alumni meet is held at the institute each year. On a single platform, all enrolled alumni can get together. Their visit is organized and prepared for by the college. A range of educational events are planned for the former students. Students learn about current developments in the field of education through the curriculum. Additionally, attempts are made to get college students jobs with the assistance of former students. Our college constantly aims to satisfy its alumni's intellectual curiosity. An attempt is made to improve the alumni's emotional ties to the college. Through the Alumni Association, the following contributions can be made:

1. The school's former students' social, academic, and emotional ties are reinforced.
2. Every Alumni is brought together on one platform.
3. Former students serve as mentors for current pupils.
4. All alumni information is stored.
5. Alumni assist in organizing and planning a variety of development activities.
6. Alumni with experience and skill sets are preferred.

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

5.4.2

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

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**

3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Response: D. Any 1 of the above

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

5.4.3

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

Response: 5

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

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

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

5.4.4

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

Response:

Subhash Anna Kul College of Education(B.Ed.) has formed Alumni association known as “Subhash Anna Kul College of Education(B.Ed), Pune, on _10/12/2017

Objectives

1. To establish a lifetime of intellectual and emotional ties by networking with one another, in order to reach, engage, and assist all current students and graduates.
2. To meet the needs of former students for financial assistance, leadership, voluntarism, and kindness.
3. To improve public relations, industry-academia collaboration, and communication.
4. To motivate students to engage in social welfare initiatives.
5. to inspire individuals in the community and students to pursue research and development in a variety of professions, such as pharmacy and research, among others.
6. To motivate pupils to pursue further education.
7. To plan student programs for value addition and personality development.
8. To help and promote anti-drug, anti-druggist activities.
9. To publish journals tailored to the interests of students.
10. To support and mentor individuals with physical disabilities by means of fundraising initiatives.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

A value-based education system is embodied by Subhash Anna Kul College of Education (B. Ed.). We are devoted to preserving our legacy even in the face of progressive change. This heritage includes the fundamental ideals, morals, and beliefs that our great founder **Rahul Dada Kul** imparted. The governing board of the college, with its headquarters located in **Patas, Tq- Daund, Dist- Pune**, is in charge of overseeing it directly. Under the direction and supervision of the esteemed founding secretary **Rahul Dada Kul** and the principal **Dr Nilima Tikhe**, The governing body selflessly serves and relentlessly works toward the holistic development of our pupils. Their life's work is to serve the Subhash Anna Kul College of Education as a whole, without reservation.

An important part of the governing Council's decision-making process is the participation of education experts and well-known members of the public in order to ensure the institution runs smoothly. They adopt a multifaceted positive mindset, placing a high value on understanding of energy, the environment, health, and the country's economic development. & acadmic growth accepts that the moral and spiritual laws of the soul can be understood scientifically. It takes a scientific stance and recognizes that as nature is self-sufficient in its operations, we do not need to look outside of it to understand any occurrences that occur within it.

The institution's main goal is to introduce students to cutting-edge teaching technologies and spark their interest in learning a variety of skills that will improve their ability to teach and their chances of finding employment. Through lectures, group discussions, and workshops on personality development, we prepare students for the demands of the labour market and inspire them. Developing kids into well-rounded individuals is a joint duty. According to the college website, the institution's governance is a prime example of effective leadership and a democratic process that is in keeping with the college's vision and mission.

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

6.1.2

Institution practices decentralization and participative management

Response:

The organization's democratic and participatory governance model guarantees that all interested parties are actively involved in running the business. It uses a clear framework to facilitate inclusive decision-making at all levels. Every stakeholder, from the chairman of the management committee to the instructors and students, helps the college advance and prosper. The governing committee includes the principal and faculty members as essential members, and the college administration implements efficient strategies to promote and facilitate staff participation in augmenting the college's efficacy and efficiency all year round.

The "Student Council" is the name of the student representative organization that is present in the college. A student from each class represents their fellow classmates on this council, which operates under the Class Representative (CR) system. To make sure the system is effective in representing the interests and opinions of the students, regular meetings are held. Meetings of the Student Council are important for assessing the institution's assistance, instruction, and learning programs. Students plan domain-specific events, extracurricular activities, competitions, and expert speeches in addition to exhibiting their leadership abilities.

The roles of Secretary, Class Representatives, University Representative, and Ladies Representative are all part of the Student Council. Members of the council are chosen in accordance with regulations. Students submit nomination papers for jobs as part of the selection process. Voting takes place afterward, and senior professors and a few students assist with vote counting to ensure transparency. Assembly sessions are used to announce the newly elected members.

In order to promote decentralization and participative management, the institution has given staff members who are not teachers different tasks. This encourages diffused authority and collaborative decision-making across the organization.

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

6.1.3

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

Response:

Financial Transparency:

The college streamlines operations and maintains financial transparency by carefully crafting its annual budget. The funds are divided up across several categories, including college accounts. At the conclusion of each fiscal year, the organization regularly performs internal and external financial audits. Auditors thoroughly evaluate all financial transactions utilizing supporting documentation and appropriate authority permissions during their periodic visits to the college. To get a reasonable confidence that there are no material misstatements in the financial accounts, they carry out the scheduled procedures. The auditors provide the college with an audit report that presents a true and fair picture of the financial statements based on these audits. The Auditor and Management then sign and approve the financial statements. Based on the audited financial statements, the auditors further generate an "Audit Report."

Academic

Transparenc

The college's academic procedures are transparent as well. We strictly adhere to all SPPU and UGC norms. Every session begins with the preparation of an academic calendar by the college that details all of the events, both academic and extracurricular. The faculty circulates this calendar. Workloads and schedules are also made and assigned appropriately. Regular assessments are planned to evaluate students' progress, and the use of technology is encouraged to improve the teaching-learning process. In addition, an internal assessment is carried out prior to students taking the university's final test. Exam applications from students, date sheet preparation, seating arrangements, absentee record keeping, and accounting question creation are all handled by the Examination Coordinator. To guarantee a seamless examination procedure, the examination coordinator works in tandem with the examination committee of the institution. The Principal is ultimately in charge of the school's administrative and academic operations, making sure that all rules and regulations are followed.

Administrative

Transparency:

Every administrative task is carried out in an open and equitable manner. For student admissions, exams, purchases, accounts, and inventories, thorough records are kept. These files are periodically uploaded and made available. The Maharashtra government's CET Cell administers entrance exams as part of a merit-based and equitable admissions procedure.

The library maintains records for the loan and return of books, and it is partially automated. The college library's book selection, acquisition, and accessioning procedures are under the librarian's

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The Subhash Anna Kul College of Education (B. Ed.), located at Post Patas Tq. Daund Dist. Pune, Pune is home to the Subhash Anna Kul College of Education (B. Ed.), which successfully carries out its institutional strategic plan. This plan is committed to generating skilled human resources, conducting research, and providing high-quality higher education—all of which are in line with the college's overall objectives. The strategic plan centres on several fundamental ideas that guide the college's growth and success-seeking efforts in an organized and well-rounded way. Improving the educational and assistance resources available to pupils is one of the actions included in the perspective plan. By following this strategy, the college hopes to support the growth and development of the organization and all its stakeholders while acting as a guide for student achievement.

Strategic Plan deployment of Sustainable Infrastructure

Infrastructure that is both high-quality and sustainable is crucial for the economy and society of a country. The organization makes sure to provide sustainable infrastructure as one of its strategic goals. In order to achieve this goal, the organization adheres to the following major principles.

- Classroom furnished with ICT resources.
- Accessibility of athletic facilities Books, journals, and eBooks that are available in accordance with curricular requirements
- Creating sustainable energy, absorbing heat to reduce the temperature of a room within favourably affecting our surroundings Healthy, Pollution-Free Environment
- Reusable Coffee and Water Bottle Usage...

- Chemicals for waste control and electronic waste handling LED lighting in college carrying out an energy audit
- Dumpsters on the Property
- control of waste across the whole campus
- On campus, plastic is not used.
- Using dust-resistant chalk in classrooms Minimal photocopying and printing rainwater collection
- Recycling of waste water Tanks, reservoirs, and bore wells Water tank underground
- Sun system as a substitute energy source

This is how our organization implemented the Sustainable Infrastructure strategy goal.

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

6.2.2

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

Response:

Policies:

The institution's governing body establishes all the policies, and it frequently provides guidance on how to carry them out. The governing board of the college ratifies and approves the college's numerous policy decisions. Budgets for academic, administrative, and research programs and activities are approved by it. Regulations for different extracurricular and co-curricular activities are also created with assistance from the governing body. The college principal has the authority to create committees and cells based on the needs of the organization. IQAC, Anti-Raging, Academic, Cultural, Examination, Finance and Development, Research & Extension Activities, and other committees and cells within the college meet on a regular basis to formulate policies. To ensure that staff and the principal are in constant communication, regular meetings are held. The IQAC oversees all meetings and decisions, working with the administration to create an atmosphere that fosters academic performance at the college.

Administrative Setup:

The organizational structure of Subhash Anna Kul College of Education, Patas Tq. Daund, Dist. Pune, is clearly specified. Our Governing Body examines and assesses the College's co-curricular and extension programs, administrative procedures, and academic performance. Various committees have

been established to ensure excellent management. The College's administrative and academic operations are evaluated by the Academic Committee. On the advice of the Academic Committee, the Finance Committee authorizes proposals for the construction of scholarships, awards, and certificates as well as for the development of infrastructure. The Governing Council prepared the service manual, which contains all norms and regulations. The growth and administration of the college, including its academic, co-curricular, extracurricular, and extension programs, fall under the purview of the principal. The college's IQAC is working to create a quality system that will enhance the college's administrative and academic performance. The schedule of the college is designed for both academic and extracurricular events. There is also a list of holidays, exam and university exam dates, and several college events, including competitions and morning assemblies. Some employees have .

been assigned to committees and cells, or have been designated as Coordinators. As engaged participants in the committees and cells, students participate.

Service rules:

Subhash Anna Kul College of Education (B. Ed.) is affiliated to SPPU Pune, it follows all the rules and the university's academic calendar to plan all the co-curricular, extracurricular, and academic year's events. The institution's Administrative and Service Manual is introduced to every employee. Teachers receive training on a variety of topics, including terms of service, roles, and responsibilities, carrying out duties, pay raises, types of leaves, codes of behaviour, incentives for participating in faculty development programs, rewards for achieving academic achievement, and more.

Appointment:

The standards and requirements of the NCTE, UGC, and the affiliated institution serve as the exclusive basis for the selection of teaching and non-teaching personnel. For that reason, both local and national media publish the ads. All qualified applicants receive an invitation to the interview, which is conducted by the Vice Chancellor's nominees and the selection committee at SPPU Pune. The requirements set forth by the state government, UGC, NCTE, and the affiliated institution pertain to qualifications, teaching experience, and other eligibility for recruitment.

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

6.2.3

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

1.Planning and Development

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

Response: C. Any 3 or 4 of the above

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

6.2.4

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

Response:

Minutes of the meetings of various Bodies / Cells / Committees which are successfully implemented is as follows.

The Internal Quality Assurance Cell was founded by the college to pursue quality assurance, quality upgrading, assessment and accreditation, and institutionalization. Upon the establishment of the IQAC at the college, many strategies were implemented to increase and maintain quality. In all aspects of college life, the IQAC continuously strives to advance a culture of quality and strives to advance comprehensive academic excellence. The IQAC oversees how the college's vision and goals are being carried out. IQAC creates the college's perspective development strategy and implements it annually in a strategic plan. Various quality assurance measures, including digitizing academic and administrative facilities, promoting gender equality, and bolstering extension operations, have been attempted to be institutionalized. Since then, IQAC has played a key role in recommending several quality-improving initiatives for the college. The IQAC saw success in introducing and executing several extracurricular, cocurricular, and curriculum activities during the assessment period.

From 2018- onwards, IQAC was constituted with the following goals

1. Information sharing about the many higher education quality metrics and the creation of quality standards for the institution's diverse academic and administrative operations

2. A record of the several actions that result in higher quality.
3. Getting input on quality-related institutional processes from students, parents, and alumni and acting upon that analysis

The institution would like to high light the following activities of the IQAC:

1. Comments from teachers, principals, former students, and alumni.
2. Enhanced process of teaching, learning, and evaluation
3. Curriculum delivery that is both efficient and makes better use of ICT tools
4. Planning Lecture Series and Seminars, Workshops, and Conferences
5. Honoring and congratulating eminent alumni
6. Setting up employee training initiatives.
7. Academic Audit
8. Campus is Green and Clean.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The following welfare measures are in place at the institution for both teaching and non-teaching workers.

Welfare measures for teaching staff

1. Duty leave
2. Financial assistance for educators' professional development
3. Maternity/paternity leave
4. EPFO

Welfare measures for non-teaching staff

1. Funding for workshops and trainings related to professional development
2. Provision of residence to non-teaching and supporting staff
3. Free medical examinations and other health services for both teaching and non-teaching personnel
4. Maternity/paternity leave
5. EPFO
6. Uniforms for supporting staff

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

6.3.2

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

Response: 0

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

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

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Certificate of membership	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.3

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

Response: 0

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

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

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

6.3.4

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

Response: 2.78

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	00	00	00	00

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.5

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

Response:

In order to ensure that the entire corporate mission and vision are realized, a strong performance management system strives to improve the overall organizational performance of teams and individuals. Having a strong performance management system is essential to running the company effectively.

Additionally, students receive feedback forms for every subject they took at the end of the school year. The questionnaire-style feedback forms gather data about the instructor and other facets of the instructional process. A group led by the department head and a senior professor reviews the student feedback forms and makes recommendations for appropriate actions to enhance the teaching-learning process.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The Annual financial audit of the college is carried out by a duly qualified Chartered Accountant whose appointment is approved by the governing body. He conducts periodical visits to the college and examines all books of records and financial statements.

The entire auditing procedure include examining the college's balance sheet as well as the relevant year's receipts and payments. All inquiries, concerns, and objections made by auditors are quickly handled. The accounts department keeps accurate records of all expenses, which are routinely checked by the internal auditor. Internal audits are conducted by independent chartered accountants that are appointed by the institution's management and are an integral part of the organization. The internal audit section examines bill payments, quotations, vouchers, and management permission in order to verify the supporting documentation. The college takes pride in having an effective and open financial management system. Our procedures and regulations for authorizing payments and submitting cost reports for all college-related activities are clearly defined.

All future expenses are approved by the principle and submitted to the accounting branch for money release. When it is possible, e-payment is prioritized. Documentary proof is presented following the event in the form of an expenditure statement that has been properly constructed from invoices, vouchers, and receipts.

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

6.4.2

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

Response: 0

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

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

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.3

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

Response:

The details of the mobilization of funds for the last 5 yearsOptimal Utilization of Resources: Institution Budget:

The annual budget is created each year with careful consideration for the demands and specifications of the college. The budgets for academic departments, research projects, computer labs, psychology labs, libraries, and sports are all included. The principal carries out the scheduled tasks according to the budget.

Purchase Committee:

The committee considers requirements from all the departments, invites quotations, prepares comparative statements, negotiates with suppliers and then purchase order is placed. The purchase procedure is scrupulously monitored by committee. The institution focuses on maximum utilization of resources.

Accounts and Audit:

Every penny that has been raised has been accurately recorded in the account records. For a given grant, the funding agencies receive the audited utilization statement of accounts. The institution appoints a statutory auditor during the annual general meeting, and the auditors then conduct both internal and external financial audits each year.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The college formed the Internal Quality Assurance Cell in order to pursue quality assurance, quality upgrading, assessment and accreditation, and institutionalization. Upon the establishment of the IQAC at the college, many strategies were implemented to increase and maintain quality. Through focused efforts

on fostering holistic academic success, the IQAC continuously strives to promote the quality culture in all facets of college life. The IQAC oversees how the college's vision and goals are being carried out. IQAC creates the college's perspective development strategy and implements it annually in a strategic plan. Various quality assurance measures, including digitizing academic and administrative facilities, promoting gender equality, and bolstering extension operations, have been attempted to be institutionalized. Since then, IQAC has played a key role in recommending several quality-improving initiatives for the college. The IQAC successfully implemented and introduced several extracurricular, curricular, and curriculum activities during the assessment period.

From 2018- onwards, IQAC was constituted with the following goals

1. Information sharing on the many standards of quality in higher education and the establishment of quality standards for the institution's many academic and administrative operations
2. Documentation of the many actions that are taken to improve quality.
3. Obtaining, examining, and acting upon feedback on institutional procedures related to quality from parents, alumni, and students

The institution would like to high light the following activities of the IQAC:

1. Comments from teachers, principals, former students, and alumni.
2. Improved teaching-learning and evaluation process
3. Effective delivery of curriculum and enhanced usage of ICT tools
4. Planning Lecture Series and Seminars, Workshops, and Conferences
5. Recognizing and felicitating distinguished alumni
6. Organizing staff training programmers.
7. Academic Audit

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

6.5.2

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

Response:

One important college administrative body in charge of education quality is the IQAC. The function of IQAC in upholding standards for instruction, assessment, and learning. The college's IQAC uses several methods to assess how well the teaching and learning process is working.

1. Co-curricular, extracurricular, and other activities have been encouraged by the college's IQAC to uphold excellence in instruction, assessment, and learning.

1.The IQAC of the college has different committee bodies to administer various academic/educational activities in the College /Institution.

3. The IQAC of the college has proper coordination between IQAC and management, IQAC and teaching & non-teaching/support staff, IQAC and students, or coordination among all the stakeholders of the institution through IQAC.

4. The IQAC of the college has promoted, stimulate, and monitor the internal evaluation of the students, e.g., tests, tutorials,assignments, practicums, and projects.

5. The IQAC of the college has making planning for remedial teaching for weak learners.

6. Under IQAC different Educational Visits are organized and planned.

7. Different campus interview and placement drives are planned.

8. NET/SET, CTET, TET, TAIT Exam's guidance and counseling workshops and seminar are organized under IQAC.

9. Academic Audit has done under IQAC.

10. Effective assessment evaluation strategies are discussed and implemented under IQAC.
11. The IQAC of the college has organize quality-basedseminar and workshops for students.

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

6.5.3

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

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	01	03	01	01

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

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)**3. Academic Administrative Audit (AAA) and initiation of follow up action****4. Collaborative quality initiatives with other institution(s)****5. Participation in NIRF**

Response: C. Any 2 of the above

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

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

1. Alumni Association Registered and strengthen.
2. The library has been upgraded and more equipped.
3. Teaching-learning process improvement.

Cleanness in Campus:

1. Provide Door mats in each class.
2. Keep trash bins in each working station and class.
3. Removal of the broken, waste, and unusable material.

4. Encourage students and teachers to keep things away immediately after use.
5. Cleanliness activities as part of community service. Plantation in campus:

In every three months we organized tree plantation in campus by our students.

Social Issue Awareness Rally Program:

- Villages hold street plays and rallies to strengthen their capacity for problem-solving and to increase awareness of various social issues.
- A few additional examples of the high-quality activities are the street plays and rallies that Villages organize to improve their problem-solving skills and raise public awareness of various social issues. by the establishment. board for efficient instruction The college has introduced value-added courses. The college's website has been updated. Initiatives in Administration
- Management periodically organizes training courses on new policies..
- Computer Training for Non- teaching staff
- Yoga for stress management

Training in soft skills Employee participation in workshops and training programmes is encouraged.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

As a backup source to meet its power needs, Subhash Anna Kul College of Education currently has generator. The college for alternative sources has deliberated to work carefully on developing a methodical energy policy of energy conservation techniques in the future.

Every year, the institution hosts awareness campaigns about energy-saving techniques for its support and non-teaching staff. Every year, the institution hosts awareness campaigns about energy-saving techniques for its support and non-teaching staff. The erected Roof Top Solar Power Plant will supply most the institute's electricity needs. The modern curriculum includes instruction on energy saving to raise students' knowledge of the topic. Every year, the institute carries out an energy audit to enhance energy conservation.

One simple technique to lower an institution's electricity bills is through solar power. There are about 330 sunny days each year in our location. We have the power to use a significant amount of the Sun's energy in comparison to the other regions.

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

7.1.2

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

Response:

Subhash Anna Kul College of Education, Patas has a clear waste management policy for disposing off-dry, wet, e-waste, and wastewater management. We try to create consciousness among staff and student about the ways in which waste is generated and the means by which they can reduce waste generation and manage the waste they produce by reducing, reusing, recycling, refusing, and regenerating.

Every dry item, including paper, files, old furniture, and plastic, is routinely donated to recycling organizations. Wet and dry waste have their own bins. Plastic use is prohibited, and every attempt is

being made to eliminate plastic from campus. The different dustbins are used to dispose of wet trash, such as yard and kitchen garbage. E-waste is disposed of in a different bin and then sent to the recycling agencies, which brings in some money for outreach programs. Instead of utilizing CDs, teachers ask students to turn in their work by mail or pen drive. Telling students to switch off the taps when washing their hands and to report and fix any leaky taps right away helps spread the word about water conservation.

The management tries to cut down on water waste in the restrooms, canteens, and even drinking water.

Additionally, the regular rainwater collecting is explained to the students. Rainwater collected is often used for various uses, such as washing clothes and watering plants.

There is the availability of a proper functional drainage system in the college.

Earthworms are used in the vermicomposting process, which is a sustainable method of recycling organic waste into compost and producing beneficial nutrients. Pits are used to collect the organic materials.

Colleges could hold best-out-of-trash competitions to motivate students to reduce waste and provide them with opportunities to educate others.

When providing trash management services, the college will adhere to the "Maximum Sustainable Waste Management" standards. Instead of disposing of waste in landfills, the college will employ the "squander various levelled strategy" to reduce, reuse, and recover byproducts. The college makes every effort to ensure trash management on campus because it recognizes its value.

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

7.1.3

Institution waste management practices include

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

Response: B. Any 3 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

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

Response: B. Any 3 of the above

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

7.1.5

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

Response:

Subhash Anna Kul Campus of Education is constantly dedicated to maintaining a clean college environment and sets a good example for students, instructors, and other staff by upholding the Prime

Minister's "Swachh Bharat Mission." The goal of Suhhash Anna Kul College of Education is to create a Clean and Green Campus where teaching and sustainable practises work together to encourage eco-friendly behaviour both on and off campus. By fostering environmental ethics among both students and staff, the green campus concept gives the university a chance to redefine its environmental culture from the ground up. By encouraging students and staff to adopt, practice, and promote environmentally friendly behaviours, the Institute also supports a clean and green campus and raises awareness of environmental issues both within the staff and among the general public.

Subhash Anna Kul College of Education is a quality conscious college. It protects its own environment with its green campus initiatives and maintains a pollution free green and clean campus. Environment development is its basic work with the educational policies implemented on the campus. The Institution is committed to managing its campus in accordance with responsibilities towards promoting sustainable environment. These responsibilities can be demonstrated with in the following areas:

- Green Environment and Clean Campus
- Solid Waste Management
- Liquid Waste Management
- Soil Management

1. **Green Environment and Clean Campus**

The students are given strict instructions to maintain the campus clean and it is reflected in their handbooks. Several quotes related to the importance of clean and green environment are displayed on the campus. A gardener and full-time adequate support staff are appointed for the maintenance of litter free clean and Green Campus.

The handbooks of the students reflect the tight guidelines they are given to keep the campus tidy. On campus, several quotes about the value of a clean, green environment are posted. For the upkeep of a clean, litter-free campus, a gardener and sufficient full-time support workers are assigned.

2. **Tapping Solar Energy**

Sun energy is the energy that can be produced when photovoltaic cells absorb solar radiation. Photovoltaics and solar thermal technologies are the two highly efficient methods for harnessing solar energy. Solar thermal power plants generate steam by utilizing solar radiation, which is subsequently converted into electrical energy. Smaller-scale thermal energy-harvesting solar panels can be used to heat water in swimming pools, houses, and other structures.

By installing solar panels on this empty terrace space, you can increase the value of your rooftop by

1. Producing clean energy,
2. Absorbing heat to lower indoor room temperature,
3. Positively impacting our environment.
4. Pollution Free Healthy Environment
5. Use of Reusable Water Bottles and Coffee Mugs....
6. Waste control chemicals and e-waste management
7. Use of LED bulbs in college
8. Conducting energy audit
9. Dustbins at the Premises
10. Waste control in entire campus
11. No use of plastic in campus
12. Use of dust proof chalks in classrooms
13. Minimum use of Photocopy / Printing

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

7.1.6

Institution is committed to encourage green practices that include:

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

Response: D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Income Expenditure statement highlighting the specific components	View Document
Link for additional information	View Document

7.1.7

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

Response: 13.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.5	1.25	1.30	1.25	1.5

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

7.1.8

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

Response:

Subhshanna kul college of Education, B.Ed. is always sensitive, punctual and emphatic towards social, environment and community problem. Time to time the institution ignites sensitivity towards society and environment by various activities like Visit Orphanage Home, Blood Donation Camp, Visit Old Age Home, Heritage Festival Celebration, Helping hand programme, Swatch Bharat Abhiyaan, Community work, Environment Awareness Rally.

Thus, these activities strengthen the institution's system, students learn through hands-on activities and team work, and achieve success in their career.

Following activities that Institution puts for the efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

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

7.1.9

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

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

Response: C. Any 2 of the above

File Description	Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice I

Title of the Practice: ENVIRONMENT CONSCIOUSNESS Objectives of the Practice:

- Dissemination of environmental literacy to motivate students, teachers and supporting staff
- Transformation of the campus into pollution free and environmentally friendly zone.
- Conservation as well as generation energy.
- Efficient use of available water.
- Proper waste management.
- To tell environment degradation.
- Planting and maintaining trees.
- To accept clean production concept. The Practice:

The use of plastic bags is avoided in the campus and the authority is planning to declare the entire campus as "No Plastic Zone".

Students and staff are motivated to use jute bags or cotton bags. The students and staff have planted several tree saplings during various tree plantation programmes organized by the institution and all these plants are taken care of and maintained by the gardeners of the institution. Care is taken to ensure that the college environment has low levels of carbon emission and low pollution levels so that the campus is

healthy for all. The college is declared as 'No Tobacco Zone'.

Faculty and students led initiatives to save significant electricity by conducting awareness programmes on energy conservation and adopts measures to ensure that energy is conserved wherever possible.

Every department follows a policy of switching on power only when required and switching off when not in use.

Our sincere efforts for carbon neutrality include the planting of trees by staff and students, segregation of degradable and non degradable waste and disposal in the campus in eco friendly manner and collection and segregation of plastic waste with the help of students and handing over them municipal agency for recycling.

Best Practice II

Title of the Practice: Implimentation of OBE Objectives of the Practice:

- 1.To provide quality education to students and nurture them for a professional career.
- 2.To increase the number of students progressing in higher education and entrepreneurship.
- 3.To make the students engaged in lifelong learning for accepting social responsibilities.
- 4.To enhance the proficiency and excellence of teachers

The Practice:

1.InlinewiththeMission,andtakingintoaccountInputsfromSRA,affiliatinguniversity,the Program learning outcomes (PLOs) were established. The feedback from wide range of stakeholders is considered to finalize the statements. The mapping matrix of PLO and Mission is articulated.

2.The Course learning outcomes (CLO) for each course were established from the Course Objectives provided by BoS. The Blooms taxonomy action verbs is used to state outcomes, so to facilitate the measurement through assessment. We establish CLOs for each unit covering the course.

3.ThemappingmatrixofPLO-CLOispreparedandthecorrelationstrength(Slight-Moderate- Substantial) is justified.

4.TheCLOattainmentisobtainedthroughvariousdirectandindirectmethodsofassessment.The benchmark and targets were set as per defined policy. The weightage assigned for Internal continuous assessment is 40% and that for University assessment is 60%. The attainment is compared with set targets and action plan is suggested for improvements.

5.Foraparticularbatch,theattainmentofPLOisobtainedthroughdirectandindirectmethod.

Based on PLO-CLO mapping strength and CLO attainments,the PLO direct attainmentis worked out (80%).The indirect PLO attainments obtained from stake holders survey and feedback (20%). The overall PLO attainment for a batch is compared to set targets. Action plan is taken for identified

observation for a gap.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Promotion of value-based education for inculcating social responsibility and good citizenry. One of the objectives of the vision and mission of the college is to inculcate social consciousness in the students making them capable of fostering good relationships with others and become tools of social change to serve the civil society at large.

The objective is being achieved by organizing various Human Values Community Outreach (HVCO) activities like health camps, blood donation camps, awareness program on various social issues like swatchtha Abhiyan, Van Mahotsav, national integration, patriotism, etc. in and outside the college campus.

Gender sensitivity is another important issue on which the College is fully conscious and organizes various activities.

College also commemorates the national festivals and International days including Yoga.

Day, Earth day, Environment day, Science Day, and has taken noble initiatives like ‘Yoga For

Humanity’. College regularly conducts Physiotherapy and health camps for the neighborhood rural population.

College also visited different Old age home and Ashram and make students aware and inculcate various social responsibility like Dharamveer Shambhuraje Pratishtan and Kranti Jyoti Savitribai Phule Mahila Vikas Sanstha where students are able to understand their needs and how to be helping hands.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

The college is following the rules and regulations of university and government. We have qualified teaching and non teaching staff. Our college is in rural area and we are committed to excellence in education. We are giving practical training to the students by means of internship program. We have separate cultural committee, examination committee and all other committees required by university.

The university audit is regularly conducted and we have undergone academic audit. We have also participated in social activities and community development programs. The college is run by Bhima Shaikshanik Nyas. Our chairman is Rahul Dada Kul who is member of assembly of Maharashtra state. He is devoted to social work and committed to upliftment of rural area. He has given more importance for the development of our college. Other members on our governing council are social workers working for rural development.

The principal and staff of the college is well qualified and approved by university. We have good educational environment and we are providing all necessary facilities to the students. All norms relating to admissions of reserve category students are strictly followed by our institute. The students are offered financial benefits as per government rules. The students are offered practical training. Our intake capacity is 100 at entry level and admission percentage is satisfactory. Our examination results are also more than 90% each year so we are performing good in our examinations. Our students are participating in cultural and extension activities regularly.

Concluding Remarks :

The Bhima Shaikshanik Nyas runs the college of education at Patas Tq. Daund Dist Pune. We are very happy to run the college in Rural sector of Maharashtra. This village Patas is situated on Pune Solapur Highway. We follow all norms laid down by Government and University. The college has recognition from all necessary statutory bodies. We are affiliated to Savitribai Phule Pune University and recognized by Government of Maharashtra. College is being supported by Bhima Shaikshanik Nyas and we are getting free of cost water and electricity from Bhima Sugar Factory Patas. We have 10 acres of land with more than 3000 sq mt. Building on that premises. We have good environment and best possible physical amenities. The college has well qualified staff to impart knowledge.

Our college follows all rules and regulations laid down by the university and government. We are admitting the students on merit basis. The admissions are given on merit basis as per students allotted by the CET merit list. Due weightage is given for admissions of Reserve category students as per rules. Also girl students are given due preference in admissions. Our intake capacity at entry level is 100. We are imparting the education in Marathi medium.

Our admissions percentage is more than 90 percent. We are following the curriculum designed by University and the evaluation process designed by university is adopted by us. Our examination results are also above 90 percent.

The college offers the scholarships and Free Ship to the students from reserve category. We also offer the fee concession to the students from Economically weaker section.

We have well designed library and computer lab with well qualified staff. We have good number of text books and reference books in the library. We are having separate examination department with examination incharge teacher. Also mentor mentee committee exists in college. Further we have constituted the statutory committee required by rules. We have made Elaborate arrangements for the internship program by having understanding with near by school evaluation is being made by peer team, principal of school and the concern teacher. The transparency in conducting the examination is adopted. And evaluation process is also transparent. We are conducting regular extension activities. The students holistic development is being concentrated on. We have separate extension activities committee. The teachers are motivated to participate in the research work and seminar and conferences. We are planning to start Post Graduation courses shortly and some diploma courses to educate students on child psychology. We have well constituted CDC committee and IQAC committee. We are committed to excellence in education and ready to implement the NEP from next Academic year.

We do prepare the Academic Calendar before commencement of Academic year and Time table well in advance. We have also undergone the Academic Audit. The financial audit is regularly conducted as per rules.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through</p> <ol style="list-style-type: none"> 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made changes as per the report shared by HEI.</p>																				
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</p> <p>2.1.2.1. Number of students enrolled from the reserved categories during last five years.. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>33</td> <td>21</td> <td>14</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>29</td> <td>21</td> <td>14</td> <td>3</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	24	33	21	14	3	2021-22	2020-21	2019-20	2018-19	2017-18	24	29	21	14	3
2021-22	2020-21	2019-20	2018-19	2017-18																	
24	33	21	14	3																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
24	29	21	14	3																	
2.2.2	<p>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</p> <ol style="list-style-type: none"> 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 																				

4. Learning Enhancement / Enrichment inputs**5. Collaborative tasks****6. Assistive Devices and Adaptive Structures (for the differently abled)****7. Multilingual interactions and inputs**

Answer before DVV Verification : B. Any 4 of the above

Answer After DVV Verification: C. Any 3 of the above

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
15	12	15	14	10

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has made changes as per the report shared by HEI.

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

- 1. Organizing Learning (lesson plan)**

	<p>2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology Use and Integration 5. Organizing Field Visits 6. Conducting Outreach/ Out of Classroom Activities 7. Community Engagement 8. Facilitating Inclusive Education 9. Preparing Individualized Educational Plan(IEP)</p> <p>Answer before DVV Verification : C. Any 4 or 5 of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
2.4.4	<p>Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses</p> <p>1. Teacher made written tests essentially based on subject content 2. Observation modes for individual and group activities 3. Performance tests 4. Oral assessment 5. Rating Scales</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
2.4.9	<p>Average number of students attached to each school for internship during the last completed academic year</p> <p>2.4.9.1. Number of schools selected for internship during the last completed academic year Answer before DVV Verification : 08 Answer after DVV Verification: 06</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>
2.4.13	<p>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</p> <p>1. Effectiveness in class room teaching 2. Competency acquired in evaluation process in schools 3. Involvement in various activities of schools 4. Regularity, initiative and commitment 5. Extent of job readiness</p> <p>Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : DVV has made changes as per the report shared by HEI.</p>

2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <ol style="list-style-type: none"> 1. Display of internal assessment marks before the term end examination 2. Timely feedback on individual/group performance 3. Provision of improvement opportunities 4. Access to tutorial/remedial support 5. Provision of answering bilingually <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made changes as per the report shared by HEI.</p>																				
3.1.3	<p>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</p> <ol style="list-style-type: none"> 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made changes as per the report shared by HEI.</p>																				
3.2.1	<p>Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years</p> <p>3.2.1.1. Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1585 1046 1720"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>02</td> <td>08</td> <td>0</td> <td>0</td> <td>01</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1800 1046 1935"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>01</td> <td>06</td> <td>00</td> <td>00</td> <td>00</td> </tr> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	02	08	0	0	01	2021-22	2020-21	2019-20	2018-19	2017-18	01	06	00	00	00
2021-22	2020-21	2019-20	2018-19	2017-18																	
02	08	0	0	01																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
01	06	00	00	00																	

3.3.1	<p>Average number of outreach activities organized by the institution during the last five years..</p> <p>3.3.1.1. Total number of outreach activities organized by the institution during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 349 1046 483"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>02</td> <td>01</td> <td>02</td> <td>01</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 562 1046 696"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>01</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	06	02	01	02	01	2021-22	2020-21	2019-20	2018-19	2017-18	00	01	00	00	00
2021-22	2020-21	2019-20	2018-19	2017-18																	
06	02	01	02	01																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
00	01	00	00	00																	
3.3.2	<p>Percentage of students participating in outreach activities organized by the institution during the last five years</p> <p>3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1055 1046 1189"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>36</td> <td>33</td> <td>42</td> <td>51</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1267 1046 1402"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>20</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	28	36	33	42	51	2021-22	2020-21	2019-20	2018-19	2017-18	00	20	00	00	00
2021-22	2020-21	2019-20	2018-19	2017-18																	
28	36	33	42	51																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
00	20	00	00	00																	
3.4.3	<p>Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes</p> <ol style="list-style-type: none"> 1. Local community base activities 2. Practice teaching /internship in schools 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education 4. Discern ways to strengthen school based practice through joint discussions and planning 5. Join hands with schools in identifying areas for innovative practice 6. Rehabilitation Clinics 7. Linkages with general colleges <p>Answer before DVV Verification : C. Any 3 or 4 of the above Answer After DVV Verification: D. Any 1 or 2 of the above</p>																				

	<p>Remark : DVV has made changes as per the report shared by HEI.</p>
4.1.2	<p>Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.</p> <p>4.1.2.1. Number of classrooms and seminar hall(s) with ICT facilities Answer before DVV Verification : 06 Answer after DVV Verification: 03</p> <p>4.1.2.2. Number of Classrooms and seminar hall(s) in the institution Answer before DVV Verification : 08 Answer after DVV Verification: 08</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>
4.2.3	<p>Institution has subscription for e-resources and has membership/ registration for the following</p> <ol style="list-style-type: none"> 1. e-journals 2. e-Shodh Sindhu 3. Shodhganga 4. e-books 5. Databases <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
5.1.4	<p>Institution provides additional support to needy students in several ways such as:</p> <ol style="list-style-type: none"> 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident) <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
5.2.1	<p>Percentage of placement of students as teachers/teacher educators</p> <p>5.2.1.1. Number of students of the institution placed as teachers/teacher educators during the</p>

last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
39	14	18	18	15

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
39	04	01	04	05

Remark : DVV has made changes as per the report shared by HEI.

5.2.2 Percentage of student progression to higher education during the last completed academic year**5.2.2.1. Number of outgoing students progressing from Bachelor to PG.**

Answer before DVV Verification : 11

Answer after DVV Verification: 1

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

Answer before DVV Verification : 1

Answer after DVV Verification: 1

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

Answer before DVV Verification : 1

Answer after DVV Verification: 1

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
42	37	36	9	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	00	00	00	00

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	00	00	9	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
08	00	00	01	01

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification : C. Any 2 or 3 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

	Remark : DVV has made changes as per the report shared by HEI.
7.1.9	<p>Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways</p> <ol style="list-style-type: none"> 1. Code of Conduct is displayed on the institution’s website 2. Students and teachers are oriented about the Code of Conduct 3. There is a committee to monitor adherence to the Code of Conduct 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made changes as per the report shared by HEI.</p>

2.Extended Profile Deviations

ID	Extended Questions
1.2	<p>Number of Computers in the institution for academic purposes..</p> <p>Answer before DVV Verification : 30 Answer after DVV Verification : 07</p>