



YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	NAVSAHYADRI CHARITABLE TRUST COLLEGE OF EDUCATION (B.Ed. & M.Ed.) Chakan
• Name of the Head of the institution	Mr.Dudhawade Dnyaneshwar Rohidas
• Designation	Principal (Additional Charge)
• Does the institution function from its own campus?	Yes
• Alternate phone No.	9766972773
• Mobile No:	9766972773
• Registered e-mail ID (Principal)	nsctbedmedchakan@gmail.com
• Alternate Email ID	nsctmedhckan@gmail.com
• Address	Gat No.94/1 B , Chakreshwer Nagar, A/P - Chakan, Tal - Khed, Dist. Pune 410 501
• City/Town	Chakan
• State/UT	Maharashtra
• Pin Code	410501
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	Rural				
• Financial Status	Self-financing				
• Name of the Affiliating University	Savitribai Phule Pune University, Pune				
• Name of the IQAC Co-ordinator/Director	Mr.Sathe Hanumant D				
• Phone No.	7387978597				
• Alternate phone No.(IQAC)	9766972773				
• Mobile (IQAC)	9766972773				
• IQAC e-mail address	nstbedmedchakan@gmail.com				
• Alternate e-mail address (IQAC)	nsctmedchakan@gmail.com				
3.Website address	https://www.navsahyadri.com				
• Web-link of the AQAR: (Previous Academic Year)	https://www.navsahyadri.com/Naac.html				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.navsahyadri.com				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.01	2015	14/09/2015	15/09/2020
6.Date of Establishment of IQAC			13/09/2014		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
0	0	0	Nil	0	

8. Whether composition of IQAC as per latest NAAC guidelines	Yes	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9. No. of IQAC meetings held during the year	3	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	Yes	
<ul style="list-style-type: none"> • If yes, mention the amount 	0	
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>1) Prepare the year plan of the college the perspective plan is divided into academic, research extension, infrastructure, student support, and governance 2) Feedback - As recommended by NAAC IQAC initiated a feedback system for the Academic year. 3) Recommended for purchasing the books. 4) Academic activities for Year 2021-22 were discussed and the Academic Calendar (2021-2022) will be developed immediately in the staff meetings by Academic Planning & department 5) For the Teaching Staff Skill Development Program was successfully conducted. For the Non-Teaching Staff How to fill Online Report of AISHE & MIS 6) Different extension activities such as Guidance to counseling center, Health Checkup camp & ration Kit distribution are carried out in collaboration with different attached agencies 7) The workshop on Research Methodology was successfully conducted 8) The lecture on "women empowerment was organized. Street paly on the theme : Save the Girls was performed by B.Ed. & M.Ed. Students</p>		
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).		

Plan of Action	Achievements/Outcomes
Staff Selection procedure of both B Ed and M Ed has been reviewed	The advertisement of staff recruitment was given in News Paper. The staff was appointed as per the guideline of NCTE & SPPU, Pune by Local Selection Committee
Deciding the yearly Plan of Action with respect to Academic , Curricular and Co-curricular activities for the year 2021-22	The Academic plan was prepared including academic curricular & Co- curricular activities
To conduct training programs for teaching & Non-teaching staff.	For the Teaching Staff Skill Development Program was successfully conducted. For the Non-Teaching Staff How to fill Online Report of AISHE & MIS
To organise extension activities in collaboration with different attached agencies	Different extension activities such as Guidance to counseling center, Health Checkup camp & ration Kit distribution are carried out in collaboration with different attached agencies
To organize workshop for M.Ed. Students	The workshop on Research Methodology was successfully conducted
To organize Gender Awareness Programme for B Ed & M.Ed. Students	The lecture on "women empowerment was organized. Street paly on the theme : Save the Girls was performed by B.Ed. & M.Ed. Students
To purchases text & reference books	College purchased B.Ed. & M.Ed. Text & reference books in the library
To conduct feedback from various stakeholders and analyses	The feedback from various stakeholders such as Students, Parents, employers, Alumni was conducted through Google forms and analysed.
13.Whether the AQAR was placed before	Yes

statutory body?	
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
CDC Committee	09/06/2022
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2020-21	29/11/2022
15. Multidisciplinary / interdisciplinary	
16. Academic bank of credits (ABC):	
17. Skill development:	
18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)	
19. Focus on Outcome based education (OBE): Focus on Outcome based education (OBE):	
20. Distance education/online education:	
Extended Profile	
2. Student	
2.1 Number of students on roll during the year	271
File Description	Documents
Data Template	View File

2.2	300
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	72
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	127
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	127
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	145
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	2405964
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	35
Total number of computers on campus for academic purposes	

5. Teacher	
5.1 Number of full-time teachers during the year:	27
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	27
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>The college adheres to the guidelines laid down by the Savitribai Phule Pune University Pune in particular. All faculty members given their inputs to prepare years plan to provide 180 days of teaching in a academic year. The college Staff put in extra effort to conduct extra classes (if needs be) to complete the course syllabus and also give the guidelines about the nature of examination. The principal conduct meeting with IQAC and other staff members to prepares year plan of events for the entire academic year. Accordingly a year plan Implementation process takes place under the supervision of the head of the Institution. On the 1st day of the college a staff meeting was held and detailed discussion regarding the effective implementation of the curriculum and co-curricular activities. Various committees were formed to carry various responsibilities. Course in-charge professor conduct the meeting of concerned professors who are involved in course teaching and distribute the portion of syllabus along with practical and activity work. Course in-charge maintained the record of activities and practical work.</p>	

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

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

D. Any 2 of the above

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

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

C. Any 2 of the Above

**students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.navsahyadri.com/Naac.html
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

15

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

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

2

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

2

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

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

42

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

42

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	View File
Any other relevant information	No File Uploaded

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

Three of the above

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

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

5

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

5

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

1.3 - Curriculum Enrichment

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

The institution emphasizes Gender, Climate and Sustainability, Human

Values and Professional Ethics in the curriculum for crosscutting topics, which helps students, instill morally strong corporate citizens. In today's dynamic work environment, gender equality and environmental sustainability are relevant to the mainstreaming of such cross-cutting issues in our curriculum. Adequate emphasis is placed on human values, gender equality and sustainability in the design of the curriculum. The Institution believes application oriented programs and research based education, by creating research culture among students that result in inventions and research publications by research-based courses. The application oriented courses are imparted through internship, projects, field work etc. The institute ensures ample importance in curriculum for cross cutting issues Gender, Environment and Sustainability, Human Values and Professional Ethics. Gender equality and environmental sustainability are relevant in today's dynamic work environment mainstreaming such cross cutting issues takes considerable position in our curriculum. While designing the curriculum sufficient emphasis is laid on Human Values, Gender equality and sustainability. Professional Ethics helps to instill morally strong corporate citizens.

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

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

The institute organizes various initiatives to familiarize the students with diversity in the schools. For example in the B.Ed programme, the students have to complete the internship program in the CBSE, ISE and State board schools. In the internship program the students have to study the administration system of all the schools as per their board. Also for the B.Ed programme, the courses such as 202 Knowledge and Curriculum Language Across the Curriculum have the

practical Comparative Study of the curriculum of different boards.(SSC, ICSE, CBSE, IB). Also for the M.Ed. Programme, the courses such as 1. Course No MED204 : Comparative study to teacher education system in India and different countries 2. Course No MED301 :Case Study of Anganwadi helps to study the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards International and comparative perspective

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

The College follows the curriculum in a way as to provide varied experiences to the students. In order to achieve this aim students are given professional training in teaching by the following measures: The college follows student-centred approach, an approach to education focusing on the needs of the students. The college promotes the teaching methods such as active learning, cooperative learning, and inductive teaching and learning:, problem-based learning, project- based learning, discovery learning. The language skills acquired are applied to course materials, research and projects. The inclusion of relevant source materials prepares students for cross-cultural and multilingual demands of a global society. Students develop lessons plans covering a concept that is introduced in the language class to subject class and then practiced and applied in the co-scholastic domains. Inclusive and gender neutral activities are developed for proficiency in social issues. At the B.Ed. & M.Ed. programme, electives are offered for selfdevelopment and professionalism. Entrepreneurship training their own educational set up. A few participating activities to mention are: - Maintaining a self-reflective diary - Designing innovative lesson plans - Visiting self-help groups for empowering women. -

Report writing on values promoted through textbooks. - E-contentdevelopment - Preparation of MCQs

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

1.4 - Feedback System

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

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

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

Feedback collected, analyzed, action taken and available on website

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

271

2.1.1.1 - Number of students enrolled during the year

271

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

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

21

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

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

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

2

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

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

2.2 - Honoring Student Diversity

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

As a part of formative assessment NSCT'S College of Education, Chakan holds assessment of students at two levels: pre-admission and post-admission. The pre-admission assessment is common for all the B.Ed. colleges, while there is variation in the post-admission assessment.

Pre-admission assessment:

Common Entrance Test - (CET):

The first level of formative assessment consists of B.Ed. Common Entrance Test (CET) organized by Dept. of Higher Education, Maharashtra Government. Those who clear the CET become eligible to seek admission to B.Ed. program. It is mandatory for the candidates who wish to seek admission to colleges to clear CET.

Post-admission assessment:

Details of Assessment process to identify learning readiness and learning needs acc to diversity that exist among students

The college takes every measure possible to understand the needs and requirements of the students before the commencement of the program. Students are counselled at the time of admission and an Orientation program is organized in which students are familiarized with the course, mode of internal assessment as well as facilities available in college. Teachers before beginning their courses informally get the pulse of the students in the class, their knowledge about the

course and their comfort level with medium of instruction.

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

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

Six/Five of the above

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

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

Two of the above

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

2.2.4 - Student-Mentor ratio for the academic year

1:10

2.2.4.1 - Number of mentors in the Institution

17

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

2.3 - Teaching- Learning Process

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

- **Microteaching & Simulation Lessons:** Students are provided experiences for teaching learning practices in the artificial setting in presence of their peers.
- **Practice Teaching & Internship:** Actual school settings provides cluster of experiences in actual classroom settings, teaching learning situations, daily routine in school settings etc. Learners are provided opportunities in schools from various boards, medium and cities.
- **Community Service** as a part of various cells students are motivated to interact and communicate in neighbourhood school and community. Participative learning experiences related to

resolving problems of school and community and contributing to social responsibility is carried out efficiently.

- **Virtual Lab Experiences:** virtual experiences were part of curricula for sciences. During COVID the use of these labs have tremendously increased. Problem solving through conduct of virtual experiments.
- **Language Lab:** Majority of students being from regional background, students are trained through language labs to break language barriers.
- **ICT:** During COVID Google Classroom, Microsoft Teams & ZOOM are used as virtual platforms to ensure that students are able to gain maximum benefit of teaching learning process.

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

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

17

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	No File Uploaded

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

271

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Five/Six of the above
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File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
Any other relevant information	No File Uploaded

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

Various provisions in the college support and enhance the effectiveness of the faculty in teaching and mentoring of students.

- The working environment of the college is conducive for the overall development of the faculty as well as the studentteachers.**

- Mentor teachers are chosen for their ability to model quality teaching practices that honor diversity and create classroom environments that support personal, social and academic success for all students. They are enriched further by arranging talks on the themes like multi-culturalism, inclusiveness and, straight away on mentoring.
- The teachers are provided with additional space in the college for establishing direct rapport with the needy students.
- They feel free to suggest any remedial/corrective/reformative steps which the college tries its level best to translate into material success. Faculty members have been provided with the Audio-Visual aids, the LCD projector, OHP etc through which learning is made effective & efficient.
- There is provision for attending various faculty development programs. The college strives to enhance the facilities and equipment's so that the faculty does not face any difficulty in the performance of its assigned tasks.

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

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Four of the above

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

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

1. Multiple Modalities of Learning:

- The curriculum provides opportunities for skill acquisition through micro- lessons, Field visits and nature rambling, agro-farm experiences, instruction through models of teaching and collaborative learning experiences through peertutoring and team teaching.
- The Research Project of the 4th semester for M.Ed. Students infuses research skills, the on-line exam following MCQ Test in each semester gives an online experience which is a unique experience of our students

2. Organizational Period and Weekly Assembly

- A significant portion of the total grooming experience acquired by the student-teachers at the college is through the vast co-scholastic initiatives and co-curricular opportunities provided by the college administration and which are self-designed by the students themselves.

The following events would give a wider aspect of the creative, critical, and empathetic dimensions

1. Lesson template preparation Based on Models of Teaching
2. Innovative Lesson template
3. ICT Oriented Lessons
4. Activity Oriented Classes
5. M.Ed. dissertation
6. Preparation of Blog
7. Practical works
8. Seminars
9. Assignments
10. Development of Educational Research tools
11. Reading and reflection on text
12. Gender issue awareness and management
13. Social Visit
14. Group Seminar
15. Group Discussions
16. Working with Community
17. Health and Physical Education
18. Training Yoga
19. Morning Prayer
20. Sports Day

21. Self-Defence Programme
22. Career Development Programmes
23. Cleaning the campus
24. Planting trees

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

2.4 - Competency and Skill Development

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

Five/Six of the above

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

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

Six/Seven of the above

Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content

Three of the above

Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	
File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded
2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	Three of the above
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	Three of the above

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

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

Three of the above

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

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

Internship Programme for B.Ed. & M.Ed.

It is expected that student teachers are exposed to a variety of approaches for teaching, observation of children in multiple sociocultural environment and involve themselves in reflective thinking. It is also expected that student teachers engage themselves in CCE through planning of formative and summative evaluation. The activities should be planned in such a way so as to facilitate mentoring, supervising and assessing the student teachers mutually by the teacher educators and school teachers.

The Principal - Meetings with students

- Introductory meet- on the first day general know-how of the College, and introduction of the staff, facilities for the M.Ed. students etc.
- Weekend meetings for review of student work, facilities and problems (if any) and suggestions.
- Evaluation of student work with the help of coordinator of the programme.
- Teachers - Directives for lesson guidance, observation of practice teaching and evaluation of practice teaching.
- Guidance to M.Ed. students for effective teaching to the B.Ed./ D.Ed. student-teachers.
- Conducting psychology experiments. Conduct of IT practical.
- Organizing co-curricular activities including health education activities, cultural activities, educational visits etc. Control, supervision and feedback of student activities.

Office Staff

- Providing information about maintaining records.
- Providing necessary facilities to students.

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

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

2.4.9.1 - Number of final year students during the academic year

127

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

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests

Five/Six of the above

Organizing academic and cultural events
Maintaining documents Administrative
responsibilities- experience/exposure
Preparation of progress reports

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

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

B.Ed. 1st Year

BED 110: Teaching Competency III:

Practice lessons and Introduction to Internship:

The total marks for the course BED 110 shall be calculated out of 100.

B.Ed. 2nd Year In the Internship the student teacher will complete the following activities:

1. Lessons (6 lessons) : 3 credits (75 marks)

2. Plan of evaluation :1 credit (25 marks)

The total marks for the course BED 207 shall be calculated out of 200

M.Ed. 1st Year Duration of the Internship - Four Weeks in II nd Semester

Planning for Internship:

The Department of Education and Extension/ college contacts various Colleges of Education in the jurisdiction of the University of Pune to plan the internship programme much in advance. The groups of 8 to 10 students are organized to go to different colleges of education.

M.Ed. 2nd year Duration - 4 weeks in IIIrd Semester.

Evaluation Scheme of course MED 310 - Total Marks 100 (4 Credits)

- Evaluation by Secondary School / Higher Secondary school 75 Marks
- Seminar reading on Internship Programme (at college/ Department) 25 Marks

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

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

Four of the above

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

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various

Four of the above

activities of schools Regularity, initiative and commitment Extent of job readiness

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

2.5 - Teacher Profile and Quality
2.5.1 - Number of fulltime teachers against sanctioned posts during the year

27

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

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

2

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

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

161

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

year

161

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

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

- Informal discussions between faculty and students provide the feedback about the relevance of the course content, coverage, institutional climate etc.
- Research is an integral part of B.Ed. & M.Ed. program. College emphasizes on research and action research amongst the faculty and students
- Management and the College always look forward for systematic and objective analysis and recording of controlled observations that may happen or have happened in the college

The institution ensures the access to the information on organizational performance (Academic and Administrative) to the stakeholders in the following ways.

- Through the Information on the Notice Board of the institution.
- Through the Information on the Notice Board of the institution.
- From the members of the managing committee, Teaching and Nonteaching staff of the College,
- Personal meet with the Principal of the college,
- Through the participation in the academic and cultural programs of the college,
- From the website of the institution which is functioning in up-to-date form.
- The teacher educators collect more information from online to find useful teaching ideas, or more academic articles.
- They consult magazines & journals in the college library.
- This is the way the teachers get enriched.

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

2.6 - Evaluation Process

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

Internal Evaluation Committee is formed for B.Ed. & M.Ed. program at the beginning of the academic year. The decisions regarding Continuous Internal Evaluation (CIE) are taken by this committee throughout the year. The continuous internal evaluation (CIE) strictly follows the guidelines given by Savitribai Phule Pune University.

Mode of internal assessment:

1. Theory Courses: Compulsory practical, MCQ Test, assignments & internal examinations

2. Teaching Competencies

- 1. Microteaching-integration-simulation
- 2. Lessons based on innovative teaching methods
- 3. Practice teaching and Internship - Rating scale, observation, peer review and suggestive remarks by mentor, school teachers and school principal

3. Practicum Related: library notes, open book exam, poster presentation, group discussion, seminar presentation etc.- evaluation tools and qualitative remarks

4. Skill based Activities: ICT practical, Social Service, Reading and Reflection, Art and Drama, Understanding Self, Open course, Health & Yoga Education

5. Research Skills: Proposal writing, review of related literature, data collection, data analysis, - evaluation tool, observation, suggestive and qualitative remarks Provisions and Transparency:

- 1. Extra time is allotted to students who fail to submit their work on given time

- **2. Students are informed about their progress immediately after exams and the mark lists are put up on notice board.**

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

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

Four of the above

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

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

There is complete transparency in internal assessment. Norms directed by the Savitribai Phule Pune University, Pune have been adopted in the college.

1. At the beginning of the Academic Year & Semester, all the faculty members expose the students to various components of the evaluation process during the Academic Year & Semester.

2. Internal assessment process is conducted as per the evaluation norms of university and students are informed in advance.

3. After the Internal Exam, the practical work & Teaching Competencies are evaluated by faculty members within 15 days from the exam date.

4. Correct answer scripts are confirmed by Internal Evaluation committee at random to ensure standard evaluation process.

5. Correct answer sheets are sent by the students for their verification and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the notice board of the department

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

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

Our University declares the dates of commencement and conclusion of first and second term of academic year as well as the list of holidays for the affiliated colleges. For effective implementation of curriculum, the college prepares an academic calendar in accordance with the guidelines and activities prescribed in the syllabus. Before the commencement of academic year this academic calendar is discussed in staff meeting with co-operation and collaboration and then finalized. Curricular aspects (Theory and Practical work), Internal Evaluation, Co-curricular and extracurricular activities are considered while preparing this academic calendar. Considering various aspects, last years' experiences of the staff members, feedback received from the students of the previous year the academic calendar is prepared. In the beginning of the academic year, academic calendar is published by the college which gives a time plan for all activities prescribed in syllabus meant for students. Following the college academic calendar, teaching faculties create action plan to ensure timely delivery of syllabus. Every teacher follows a strict agenda that is discussed in the staff meeting. The timeline created allows the staff to complete the given syllabus on time. The students are given

plenty of time before the examinations to prepare and practice for year-end examinations. The institute has academic planning department for smooth planning and execution of activities given in the academic calendar

2.7 - Student Performance and Learning Outcomes

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

B.Ed. & M.Ed.

Program Outcomes (PO'S) On completion of two years program students will be able to: **Content and pedagogy:** ? Understand the concepts of theory and pedagogical aspects. ? Analyze the curriculum and syllabus with reference to integration of content with methodology. ? Integrate the content knowledge successfully with pedagogical knowledge.

Teaching competencies: ? To identify and manage diversity in the classroom ? Apply the skills of teaching-learning in the classrooms. ? Understand and apply learner centered approaches, methods and strategies of teaching-learning suitable for all the learners. **Values and ethics:** ? Apply the knowledge of values and core elements while inculcating them in students. ? Sensitize themselves about emerging issues such as environment, population, gender equality, legal literacy, critical understanding of ICT, yoga education, etc. ? Act as agent of modernization and social change

Self learning:

Prepare year, unit and lesson plans of their respective subjects including lesson plans for students with diverse needs as well as econtent. ? Explain, develop and apply various evaluation procedures suitable for the content.. **Enhancing professional capacities:** ? Integrate and apply ICT skills in facilitating teaching-learning process and administrative procedures. ? Understand the basics of research. ? Understand and apply professional competencies like reading and reflecting on texts, understanding of self, understanding the use of drama and art in education, ? Apply the interdisciplinary and multidisciplinary perspectives in Education for effective curriculum delivery

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

2.7.2 - Pass percentage of Students during the year

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

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

The faculty members monitors the attainment of professional and personal attributes in line with the PLOs and CLOs of the students by the following ways

The most appropriate assessments to improve guidance in student learning are quizzes, tests, writing assignments, and other assessments that teachers make in their classes on a regular basis. Teachers rely on the results from these assessments because of their direct relationship with classroom teaching goals. Plus, the results are immediate and easy to analyze at the individual student level. To use classroom assessments to improve, however, teachers must change both their approach to assessment and their interpretation of the results. In particular, they need to see their assessment as an integral part of the instruction process and as important in helping students learn.

Despite the importance of assessment in education today, some teachers receive very formal training in assessment design or analysis. Lacking specific training, teachers rely too heavily on assessments submitted by the publisher of their textbooks or instructional materials. When no appropriate assessment is available, teachers construct themselves in a disgusting fashion,

with questions and essays similar to those their teachers used to use. They form assessment as assessment instruments, to be used primarily after instructional activities are completed and to provide students with grades

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

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

119

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

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

The students of the college knows how to prepare themselves for the assessment. According to that they perform to the best of their ability have a greater confidence in the assessment method and the teacher's/assessor's judgment. improve their motivation. The Students prepare themselves for the assessment process:

- Understand exactly what is expected from them
- Have a clearer understanding of the assessment criteria & evaluation tools

- Understand what they have to do
- Improve their motivation
- Take ownership of their assessment
- Prepare for the assessment (ensuring they have all relevant equipment available)

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://www.navsahyadri.com/documents/sss/2021-22.pdf>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

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

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

0

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

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

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

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

Four of the above

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

3.2 - Research Publications

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

0

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

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

1

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

3.3 - Outreach Activities

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

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

6

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

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

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

125

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

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

200

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

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

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

The student volunteers visit neighboring localities and conduct various activities regularly. Extension activities in the neighborhood community in terms of impact and sensitizing students to social issues and holistic development during the year. The College organizes and participates in various extension activities with a dual objective of not only sensitizing the students about various social issues but also contribute to the community and strengthen community participation.

The following various outreach activity conducted by this students

1. Swachh Bharat initiatives**2. Blood donation camps****3. Awareness programs on AIDS prevention**

This joint venture encourages and facilitates various extension programs. Events like participation of the students who take up activities in collaboration with other agencies to spread awareness.

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

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

1

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

3.4 - Collaboration and Linkages**3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year**

5

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

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

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

1

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

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

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The total area of campus is 3609 sq.mtr.(3410.75 sq.mtr.is built up area). The campus is well developed and has sufficient facilities and learning resources as per norms of NCTE. The campus is Wi-Fi enabled.

Classrooms: Separate classroom are there for each programmes. Each classroom is equipped with adequate furniture, LCD projector, and interactive board facility.

Library cum Reading Room: The Library of the college has the collection of 7500+ books on Education. The collection includes reference books, Journals, periodicals,

Principal Room & Staff Rooms: Principal room is dedicated space for administrative functions and staffrooms available for all the teaching staff. Dedicated work center with cables, charging points, personal storage ensures privacy.

Health & Physical Education Center: Innovation center is a dedicated space for creativity, innovation, performing and fine arts, sports and yoga facilities. It houses shooting range, sports room, dance/theatre room

Computer Labs: Two fully equipped computer labs with capacity of 35 computers each, projector, used for conducting virtual lab experiments.

IT Facilities to staff: During the COVID period, laptop, Wi-Fi has ensured smooth conduct of classes. The recording facility of GoogleMeet and zoom subscription at center level ensured timely conduct of classes

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

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

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

4

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	No File Uploaded
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

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

64213

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

4.2 - Library as a Learning Resource

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

The library working is computerized; Software is being used for issuing books and maintaining records. The keywords used for the

effective retrieval of books in the library are author, title and publisher. The library has four distinct sections. These are acquisition, cataloguing, circulation and serial control. The college library has computer and internet facilities. Details on the access to the staff and students and the frequency of use, are as follows:

Access to the staff: Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc., Teaching staff compare the educational developments of other countries with their educational practices of indigenous system.

Frequency of use: the library is used almost on each working day. a. By Teaching staff : on as and when required basis. b. By students : on as and when required basis.

Computer and internet services are used by staff and the students alike

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://192.168.0.250:9000/cgi-bin/koha/opac-search.pl?idx=&q=&limit=branch%3ACOE&weight_search=1
Any other relevant information	No File Uploaded

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

The library working is computerized; Software is being used for issuing books and maintaining records. The keywords used for the effective retrieval of books in the library are author, title and publisher. The library has four distinct sections. These are acquisition, cataloguing, circulation and serial control. The college library has computer and internet facilities. Details on the access to the staff and students and the frequency of use, are as follows:

Access to the staff: Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc., Teaching staff compare the educational developments of other countries with their educational practices of indigenous system.

Frequency of use: the library is used almost on each working day. a. By Teaching staff : on as and when required basis. b. By students : on as and when required basis.

Computer and internet services are used by staff and the students alike

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

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

One of the above

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

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

Nil

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

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

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

112

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	http://192.168.0.250:9000/cgi-bin/koha/opac-search.pl?idx=&q=&limit=branch%3ACOE&weight_search=1
Any other relevant information	No File Uploaded

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

One of the above

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

4.3 - ICT Infrastructure

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

College is having different technical facilities like smart class, wi-fi etc. College is also having one language laboratory. Computer lab is equipped 25computers and all computer connected with internet. All computers are in working condition. Each and every block is connected with wi-fi facilities. All facilities of the college have been updated on regular basis and also purchased new equipments as per requirement. Continuous upgradation of the infrastructures is one of the quality policies of the institution. CCTV camera installed in all the classroom and each block of the college.

CCTV Camera : 06

Computer Details:

Computer Lab: 25

Others Computer: 25

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

4.3.2 - Student – Computer ratio during the academic year

5:1

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

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

B. 500 MBPS - 1GBPS

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

One of the above

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

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

452770

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

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

Well-furnished ventilated and spacious classrooms provide ambience facility teaching-learning process. Library has a vast collection of latest edition books as well as national & International journals. Laboratories were full-equipped adequate supplies and equipment's for each concerned department are available in our college. Well-equipped sports rooms with proper ventilation. The maintenance of computer hardware and software of the college is carried out in every six months by mechanisms. Regularly maintenance of lab apparatus carried out. Library is also regularly updated and maintenance of torn books regularly done. The general repair of college infrastructure like classroom, benches, laboratories, buildings, garden and water harvesting system carried out regularly. Sports equipment are regularly repaired. Maintenance of college generators, biometric system, internet connectivity for both staffs and students done regularly. College campus maintenance irregular basis.

File Description	Documents
Appropriate link(s) on the institutional website	http://192.168.0.250:9000/cgi-bin/koha/opac-search.pl?idx=&q=&limit=branch%3ACOE&weight_search=1
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the

Five for the above

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

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

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Five/Six of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely

C. Any 2 of the above

redressal of the grievances through appropriate committees	
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	Two of the above
File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	No File Uploaded
Any other relevant information	No File Uploaded
5.2 - Student Progression	
5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year	

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

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

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

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

4

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

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

Nil

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

5.3 - Student Participation and Activities

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

Nil

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

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

Nil

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

5.4 - Alumni Engagement

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

Nil

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

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

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

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

Nil

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

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

through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

Nil

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The college follows its vision and mission to serve better for students, the governance of the college matches vision and the mission of the college.

Vision

To develop academic integrity and accountability with sincerity, dedication and a joy full team work.

To sustain intellectual excellence and creativity.

To improve positive attitude among the teaching professionals committed to the future generation.

Mission

To evolve as a model institution for teacher education with global standard to develop social responsibilities with improved performance among the teachers of the newgeneration.

To strive for academic excellence and quality assurance in the field of teacher education.

To enhance the level of confidence among the teachers in the classroom to manage congenial classroom situation for effective teaching.

The component team of the college involves, principal, convener of diff. committees, teaching staff, IQAC committee, non-teaching and supporting staff, student union, student representative, alumni and local management committee called (GAVS). There are many committees to support the vision and mission of the college for eg. Sports Committee, Cultural and Literacy committee, Library, Lab etc.

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

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

The college practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. A particular reflection of this practice may be seen in the extensive delegation of authority to the teachers in the college.

The Ways in which all teachers participate in the Management Process:

- The Principal oversees the Teaching Plans of his/her departmental members.
- Teachers have right to make adjustments in the routine.
- They often takes the lead in planning seminars, workshops, career counselling sessions, remedial measures, interdepartmental or/and inter-college exercises, departmental excursions and study tours.
- They have liberty to introduce creative and innovative measures for the benefit of their students.
- They can decides on the nature, pattern and duration of special and remedial classes for the students of their department.
- The above enumeration of features comprising participatory management points fairly conclusively to the ethics of

decentralization which is integral to the institution and informs its functioning at every level.

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

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

Financial Affairs:

The College is a self-finance institution. Salaries and other expenditures are directly controlled by the Trust management. Funds collected from the students fee as per norms of Govt. of Maharashtra Shikshan Shulk Samiti, Mumbai. other required funds needed for the college is provided directly by the Trust. Internal & External financial Audits are periodically conducted to ensure complete transparency. Payments are made through the bank transfer & cheques to the employees. Scholarships and other benefits available to the students are directly credited into their bank accounts.

Academic Affairs:

The college offers B.Ed & M.Ed.course. Admission is taken on the basis of Maharashtra State Entrance examination (MH CET) conducted by the state government. Admission is done as per the guidelines issued by the government from time to time.

Administrative Affairs:

Every employee from top to bottom is part of the college administration. Teaching as well as non-teaching is given additional tasks in addition to their normal duties at the beginning of the Academic Year. The dedication is given by the employees to complete the assigned tasks. Various committees are formed at the beginning of the session every year to look into the various activities of the college.

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

6.2 - Strategy Development and Deployment

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

The strategic plan is developed i.e. open to change and responsive while still maintaining alignment with the vision and mission of the College. In this regard, the Principal is the pillar of strength in leading the way forward and giving credibility to agreed plans. He instills confidence in all constituent groups providing clear directions, following through with the plans to ensure the agreed objectives if the strategic plans were met. On a regular basis, the principal involves on a one-to-one basis in:

- Planning and Execution
- Operation and Management
- Communication of changed plans
- Institutional Profiling
- Environmental Scanning
- Deciding on Key Performance Indicators
- Identifying detailed Objectives and Actions
- Financial Planning

During pandemic, the Principal has been the force behind the transition from an offline mode to an online platform, to ensure that both programmes moved forward with minimum difficulties.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

institutional bodies in not more than 100 - 200 words.

College management and institutional bodies are continuously working for activity optimum results. Demarking of duties and responsibilities are clearly mentioned for every staff. Various committees constituted for smooth running. 1 or 2 meetings are organised to discuss different agendas related to academic and other activities conducted in the college. Different committee at college level: 1. IQAC 2. Cultural Committee 3. Discipline Committee 4. Hospitality 5. Health Care/Medical issue 6. Alumni Activities 7. Library Activities 8. Examination Activities For appointment advertisement are published in state level newspaper. After shortlisting interviews are conducted. Panel is constructed for such purpose one university level member is also a part of that panel.

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

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

All of the above

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

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

The Organizational hierarchy of the College of Education (B.Ed. & M.Ed.) Chakan is framed, in which, The Principal is the academic and administrative head of the institution. He is assisted by senior most teachers like, and Assistant Professors. They all follow rules and regulations as prescribed by UGC/NCTE/State Government for the constituent colleges. Faculty are directly responsible for the academic and curricular development of the students. Staff members have been designated as Criteria in charge, Chairperson or members of various committees. Students are involved as active members of the committee. For the complete functioning of college activities, more than 10 committees are identified. Every committee consists of Chairperson, staff and student members. They together plan for the activities. The function of every committee in the Institution is well defined. All Chairperson Report to Principal and Principal monitors the effective functioning of these bodies. Apart various committees are formed for smooth functioning of various activities of the college like:

1. IQAC committee
2. College Development Committee
3. Library Committee
4. Student/ Staff Grievance Committee
5. Internal Complaint Committee
6. Anti-Ragging Committee
7. Sexual Harassment Committee
8. Equal Opportunity Cell

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

6.3 - Faculty Empowerment Strategies

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

The College of Education (B.Ed. & M.Ed.) Chakan is cater their staff as family members and fully supportive in every way to improve their professional development of its teaching and non-teaching staff. In the present scenario, the College ensures the professional development of the staff by:

1. Encouraging faculty members for participating in seminar, workshops orientation and refresher courses.
2. Encouraging the faculty to publish research papers in national journals.
3. The administrative/non-teaching staffs also need training in advanced skills related to their office work.
4. Training in computer and software management is provided to the staff members as per requirement.

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

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

Nil

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

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

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

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

1

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

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

The College has mechanisms in place for performance assessment and using the evaluations to improve teaching, research and service of the faculty and other staff. The college analyses and appropriately uses the assessment and evaluation and the annual appraisal outcome of both teaching and non-teaching staff.

Students' feedback is a regular practice and they are free to communicate to the principal. Students are given opportunity to express their views about different academic and co- curricular programmes organized by the college, during the academic session Comprehensive evaluation by students and peers are also incorporated in the assessment. The college procures written feedback from the students at the end of the academic year. The feedback form has columns dealing with the performance of the faculty and other staff. The faculty is required to submit self-appraisal report as well.

The relevant committees, Teacher-in-charges, event managers and the principal present their overall assessment. All the suggestions and feedback are analyzed and a report is prepared and placed before the Principal, who decides on the action to be taken by the executives. The analysis report is implemented for the betterment of the faculty and other staff, and with that the total working of the college.

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

6.4 - Financial Management and Resource Mobilization

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

The college prepares budget in the month of December for the next financial year and submits to the Society based on the present nine months actual expenses keeping in mind the following three months assumed expenditure. After assessing the available resources, plan for the next financial year in the month of April after presenting and approved by the Finance Committee respectively. Considering the actual value from R & P statement, the final budget is prepared and send for approval to the Governing Body of the Trust.

The statutory audit covering all financial and accounting activities of the College are scrutinized, including:

- Receipts from fee, grants, contributions, interest earned and returns on investment;
- All payments to staff, vendors, contractors, students and other services provided online.

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

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

0

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

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

Budgeting and auditing procedures are regular and standardized.

The sources of income of the college are legitimate and known. Financial planning is done to ensure allocation of required funds for all the college activities. The college follows financial regulations based on the approved procedures of financial management. It budgets all items of expenditure which remain transparent. In the financial sphere it honours all the legal limits and maintains transparency in transactions.

The college is self-financed and does not get any grant for the conduct of the programme. The only sources of revenues are the fee realized from the students as per norms of the NCTE and the affiliating university. The details are reflected in the annual

budget of the college

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

6.5 - Internal Quality Assurance System

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

College has adopted quality management strategies in academic and administrative aspects. It is geared to promote an ambience of creativity, innovation and improving quality. The college formulated and established a Seven-member Internal Quality Assurance Cell (IQAC) in 2014 so as to respond to the changing educational, social and market demands. The cell makes assessment of different aspects of the functioning of the college, and monitors their functioning. It gives suggestions from time to time i.e. from beginning to the end of the course. This cell also examines and addresses the suggestions received through different modes such as verbal, communicated or through Suggestion Box and allied channels. Its major activities include

- Development and application of quality benchmarks/parameters for the various academic and administrative activities of the College;
- Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- Arrangement for feedback responses from students, parents and other stakeholders on quality- related institutional processes;
- Dissemination of information on the various quality parameters;
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- Documentation of the various programmes/activities of the College, leading to quality improvement;
- Development and maintenance of Institutional database through

MIS for the purpose of maintaining /enhancing the institutional quality;

- Development of Quality Culture;

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

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

It has been one of the concerns of IQAC to adopt practices, which will provide quality education to the students through an effective and meaningful teaching-learning process. This plays an instrumental role in enhancing the quality of the academic and co-curricular endeavours of the College in keeping with its vision and mission.

IQAC achieves this through practices, viz.,

1. Conducting self-checks annually department wise SWOT Analysis is undertaken. Based on it, the IQAC gives constructive feedback to the Departments suggesting measures for internal quality enhancement. It makes recommendations for the Departments to do self-evaluation and to set higher goals to meet new challenges.
2. Collecting feedback from stakeholders like students, parents, staff and alumni to facilitate teaching-learning reforms. This helps in obtaining an unbiased and honest opinion about the institutional performance especially in academics. Student feedback of faculty is conducted semester wise. An analysis of the feedback is done and communicated to the faculty to enable them to enhance their teaching skills and their relationship with the students

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

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

6

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.navsahyadri.com/documents/IOAC/IQAC%20Metting%202021-22.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.navsahyadri.com/documents/AQAR%20Report/2020-21.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	View File

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

- 1) MOU with different Institute, Industries, Schools, originazation
- 2) Provide finaencial Help for Staff for Research
- 3) Online Certificate Courses : Swayam
- 4) Jouranls, e-books, e- Journls, subscription

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Solar energy- This is the most commonly used source of alternative energy by the College. It is completely renewable and the cost expended on installation can be made back through energy bill savings.

The College makes effort for energy conservation by reducing the consumption of energy and using less of an energy service. It may be attained through efficient energy use or by reducing the consumption of energy services. It is one of the easiest processes to help the globe by means of pollution in addition to make use of natural energy.

Conservation of energy has been done by various methods.

1. Planting trees all around the campus so that there is a less usage of air conditioners.
2. The infrastructure of the building, maximize the use of natural light. Natural sunlight will create a more relaxed learning environment compared to harsh overhead lights.
3. Switching over to LED’s can save lot of energy. Modern LED bulbs can offer a powerful option for lighting at a fraction of the electrical cost.
4. Switching the lights off when the students leave the classrooms.
5. Energy can most efficiently used at college by trying to limit the electricity usage, Reducing water wastage, Recycling the waste etc.

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

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

Solid Waste Management:

The waste generated at the campus includes wrappers, glass, metals,

paper, plastics, etc. Old newspapers, used papers and journal files, workshop scrap etc. are given for recycling to external agencies. Leaf litter is allowed to decompose systematically over a period of time to be used as manure for the gardens in the college. Excess leaf litter is used as compost at the time of tree plantation in the college campus area.

E-waste management -

At times, old electronic equipments are donated to the needy schools/ colleges. The college emphasizes paperless office through use of emails and Google drive to save carbon emission through usage of printers. The cartridges of laser printers are refilled outside the college campus.

Waste Recycling System -

Environmental initiatives like use of renewable energy, Rain water harvesting, Sewage treatment plants, Zero water discharge, No smoking zone, waste management system etc have been implemented. Environment consciousness is embodied in the heart of the college by tree plantations every year which is the predominant motive of the management for maintaining the pristine purity and beauty of the college and also to provide a congenial atmosphere for the academic and non-academic pursuits.

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	Two of the above
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File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

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

Three of the above

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

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

The College of Education (B.Ed & M.Ed), Chakan had pledged to actively coordinate cleanliness activities in the college and beyond the campus in accordance with the vision of Swachh Bharat Abhiyan.

The broad vision is as follows:

1. Generating mass awareness on cleanliness and hygiene amongst students and staff members by holding regular cleanliness drives. The idea is to motivate them to contribute in a proactive manner.
2. Conducting free 'Health Check-Up' camp for students and citizens
3. Staff Members will be encouraged to participate in the

cleanliness drive in college campus.

4. Events on 'Swachh Bharat' such as poster and slogan competitions, essay writing, spoken word poetry, street play will be organised.
5. Administer of the pledge by students and staff members to maintain cleanliness of the college campus and its surrounding areas on an annual basis.
6. Commit to manage waste and maintain clean campus especially during college events.
7. Plastic-Free Campus In view of the Government of India's resolution to ban all single use plastics due to the hazardous impact of plastic use and pollution, the college administration strictly bans the use of single use plastics in its premise to make it a 'Plastic Free Campus.

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

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

Four of the above

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

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

15600

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

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

The College of Education (B.Ed & M.Ed) is always sensitive and emphatic towards social, environmental and community problem. The college is willing to nurture a healthy environment for which different programs like plantation of tree are organized. In major extension activities participation of faculties, students and non-teaching staff are commendable. Each and every students along with faculty members are fully involved in the national developmental activities, national festivals, awareness rallies and government and non-government campaigns. The flex board of environmental awareness, use of different resources, social harmony, unity and moral values are displayed on the college campus. College plays an effective role as a catalyst in the area to maintain peace and national integration. The college regularly organizes different activities for inculcating the values of tolerance, harmony towards cultural diversities. These activities have a very positive impact on society's cultural and communal thought directly. The college thereby celebrates Independence Day, Republic Day, Gandhi Jayati, Rashtriya Ekta Divas every year with great honour and respect. These programs organized by the college promote greater value of life, love, integrity, fraternity and patriotism in the minds of the students. The students and staff visited to special children schools and offered gifts and distributed sweets, chocolates and lunch to the visually impaired students.

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

<p>7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized</p>	<p>C. Any 2 of the above</p>
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File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	No File Uploaded
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

<p>7.2 - Best Practices</p>
<p>7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format</p>
<p>Title:- Green Campus</p> <p>Context- The College has a large campus and to develop it into a green campus some important measures had already started by the management.</p> <p>Objectives:-</p> <ol style="list-style-type: none"> 1. To impart students about the need for maintaining the eco-friendly and green campus through their cooperative efforts and follow the green campus rules.

Practice:-

Students groups were formed to tackle particular campus cleaning and maintaining activities. Students are informed about the importance of eco- preserving activities.

Obstacles:-Water storage during the summer months because of which campus lawns could not be watered regularly

Impact:-

1. Installation of solar unit saves in water and electricity bills.

2) Title:- Health and Diabetic Check Up Camp

Context- as diabetics is a major spreading disease among the youths and middle aged people. T

Objectives:-To find the possibility and existence of diabetes among the camp participants

Practice:-A free diabetic check-up camp for the students and their parents and the college staff was organized in collaboration with Dr. Anuyesh.

Obstacles:- Less awareness of the harm of diabetics among the rural middle-aged and little educated.

1. Some participant’s diagnoses with diabetics began their treatment and benefitted in health.

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

7.3 - Institutional Distinctiveness

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

The Navsahyadri Charitable Trust has motto “Dnyan Yadnen Upasate” means “Striving for the Knowledge”. By considering this, the college

is to bring social change by educating the rural youth. As our Mission and Vision is concerned, college always tries to implement the distinctiveness in the work. The most of the students enrolled in the college are from the rural area and farmer's family. The number of girl students is more as compare to boys. The admitted students have thrust for the knowledge and vision of changing the society by educating the children's in the future. The priority of the college is to provide quality education and enhance required knowledge and skills among the students.

The college always provides an opportunity to participate the students in every curricular, extracurricular and extension activities like professional, cultural, social consciousness, responsiveness. The College Organizes Health check up Camps and social awareness programs like street plays and rally's on current problems in its nearby places every year in which teachers, students are enthusiastically participate. The college selects the schools for the internship programs were mostly from the rural areas so that the students get more familiar with the problems of the education in villages.

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